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ABSTRACT

This compilation of information addresses various issues facing internationally mobile children and adolescents. Some of the topics include: the different characteristics of Third-Culture Kids (TCKs); assessment practices and language and learning differences among TCKs, including an analysis of language problems, norm groups, and test interpretation; points learned from evaluating limited English proficient children in the United States and TCKs overseas; variables affecting language acquisition; reasonable evaluation batteries for TCKs; the interpretation of psychoeducational test results; a psychoeducational evaluation of a TCK/multinational child; personality and developmental differences among TCKs, drawn largely from interview results; characteristics that can be associated with an internationally mobile lifestyle; and comparisons between American internationally mobile adolescents and internationally mobile adolescents from other countries. (Contains 60 references.) (RJM)

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DEVELOPING SKILLS FOR CONSULTATION WITH AMERICAN SCHOOLS OVERSEAS

OVERHEADS & MATERIALS FOR THE PRESENTATION
NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS
1994 CONVENTION, SEATTLE, WASHINGTON
MARCH 1-5, 1994

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These overheads and notes were complied for a presentation entitled "Developing Skills for Consultation with American Schools Overseas" at the National Association of School Psychologists 1994 Convention in Seattle, Washington, March 1-5. Some of these materials were originally developed for a consultation at the East Asia Council of Overseas Schools Counselor's Conference in Hong Kong in 1991, and for an on-site consultation at the Jakarta International School on February 22 through February 25, 1993. They are reproduced for National Association of School Psychologists (NASP) Convention participants to use and copy since information on internationally mobile children and adolescents is difficult to find. One purpose of the NASP presentation is to discuss together what is known about internationally mobile children and adolescents and explore practical ways to use this information as consultants to American schools overseas.

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Note Regarding Terms: *It is important to keep in mind that terms like "TCK" (Third-Culture Kid) or "International Mobile" person does not mean someone who originally traveled overseas to live and work for the first time in adulthood. "Third-culture kid" (TCK) and "internationally mobile children and adolescents" (IM)-- both these labels describe the same person. This is the child or adolescent (or young adult) who has spent some part of their developmental years in one or more "foreign" countries due to the international employment of their parents. In these materials, "TCK" and "international mobile person" are used interchangeably. Also, "TCKs" and "internationally mobile children" by definition are the students who attend American school overseas. They can be American TCKs (i.e., their identified "home country" is the United States) or non-American TCKs (i.e., their parents are from other "home" countries, not the United States).*

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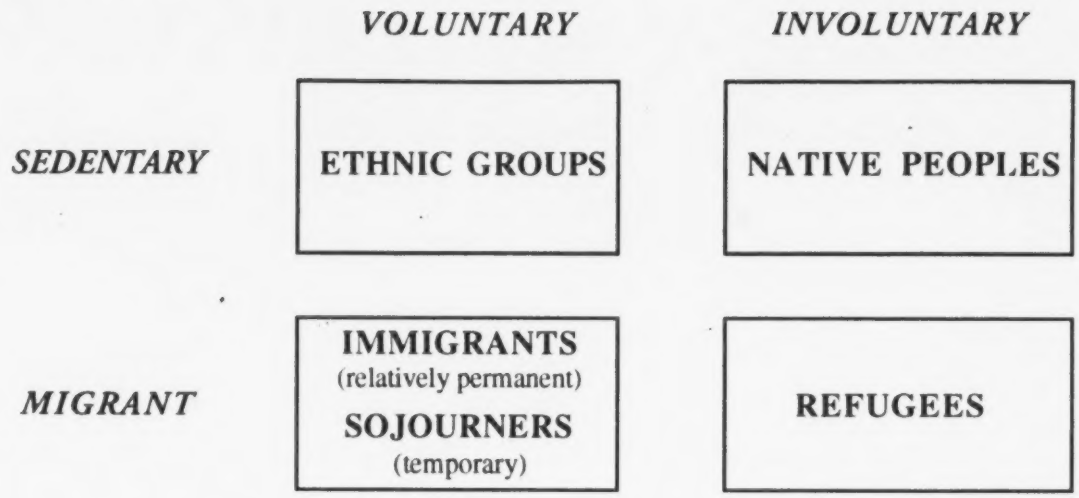

Figure 1. Varieties of Acculturating Groups. From Applied Cross-Cultural Psychology (p. 243) ed. by R. W. Brislin, 1990, Newbury Park, CA: Sage Publications.

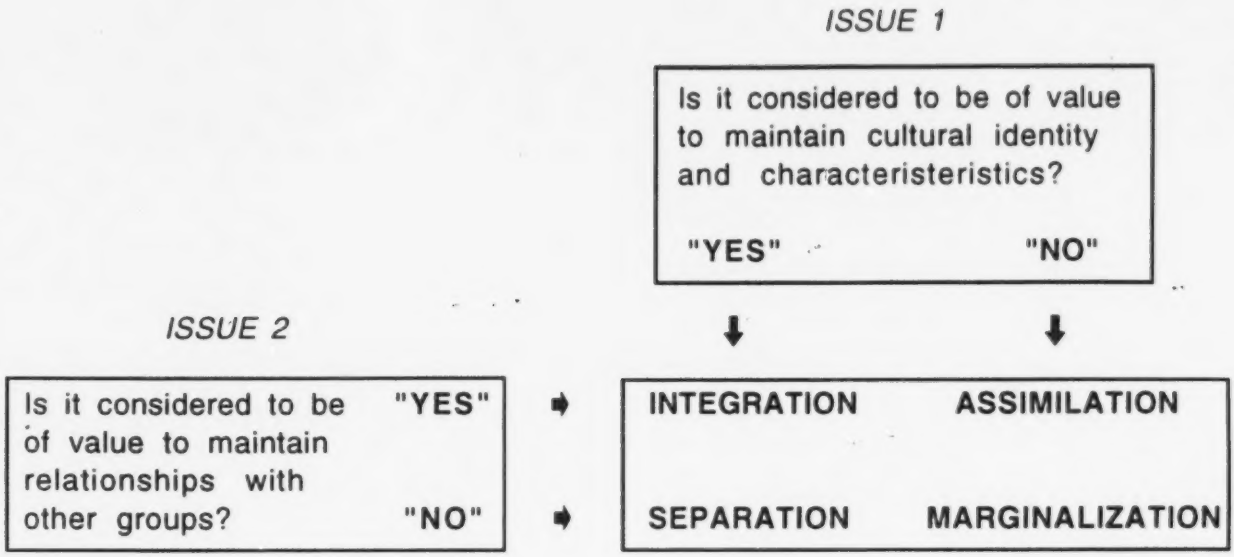

Figure 2. Varieties of Acculturating Groups. From Applied Cross-Cultural Psychology (p. 245) ed. by R. W. Brislin, 1990, Newbury Park, CA: Sage Publications.

MAIN KINDS OF INTERNATIONALLY MOBILE ADOLESCENTS (TCKs):

1. BUSINESSPERSON DEPENDENT. PARENTS WORK FOR MULTINATIONAL CORPORATIONS, BANKS, INDUSTRY.

2. FEDERAL CIVILIAN DEPENDENT. INCLUDES DIPLOMATIC SERVICE, A.I.D., ANY CIVILIAN EMPLOYEE OF A U.S. GOVERNMENT AGENCY OVERSEAS.

3. MISSIONARY DEPENDENT. ALSO KNOWN AS AN "MK"- MISSIONARY KID. THE ORIGINAL TCK.

4. MILITARY DEPENDENT. ALSO KNOWN AS "MILITARY BRATS."

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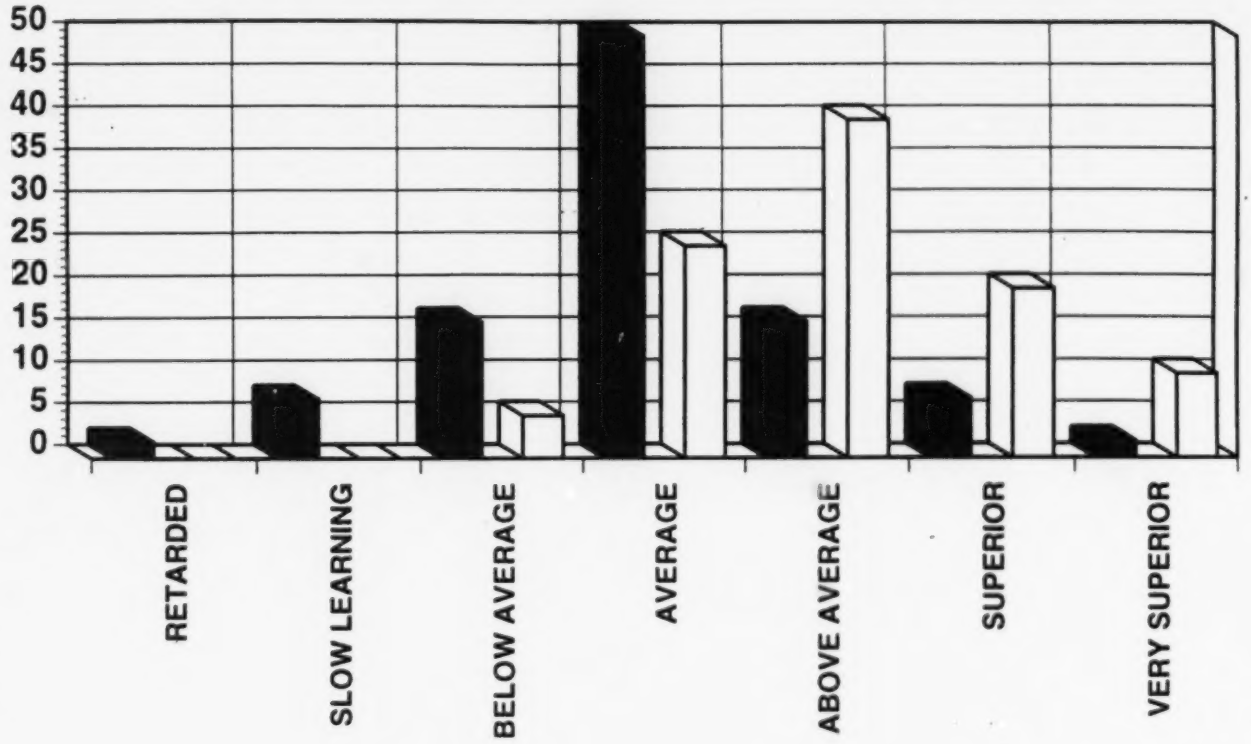
ASSESSMENT PRACTICES AND LANGUAGE & LEARNING DIFFERENCES AMONG INTERNATIONALLY MOBILE CHILDREN AND ADOLESCENTS

SCHOLASTIC APTITUDE (IQ) OF STUDENTS IN U.S. SCHOOLS COMPARED TO STUDENTS IN INTERNATIONAL SCHOOLS



Aptitude Range	% IN U.S.	IQ Score	% IN INT'L
RETARDED	2	<70	0
SLOW LEARNING	7	70-79	0
BELOW	16	80-89	5
AVERAGE	50	90-109	25
ABOVE	16	110-119	40
SUPERIOR	7	120-129	20
VERY SUPERIOR	2	>130	10

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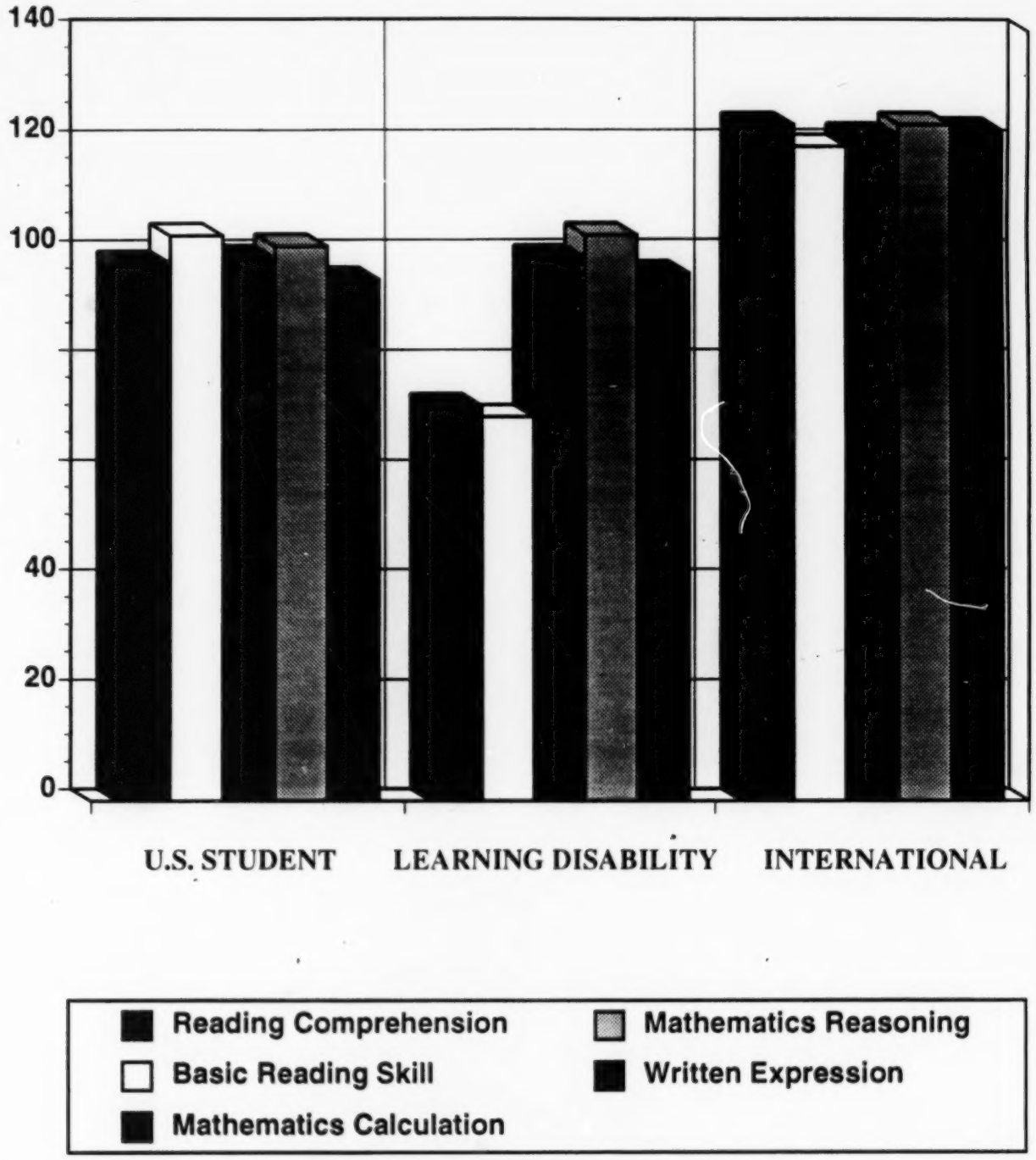
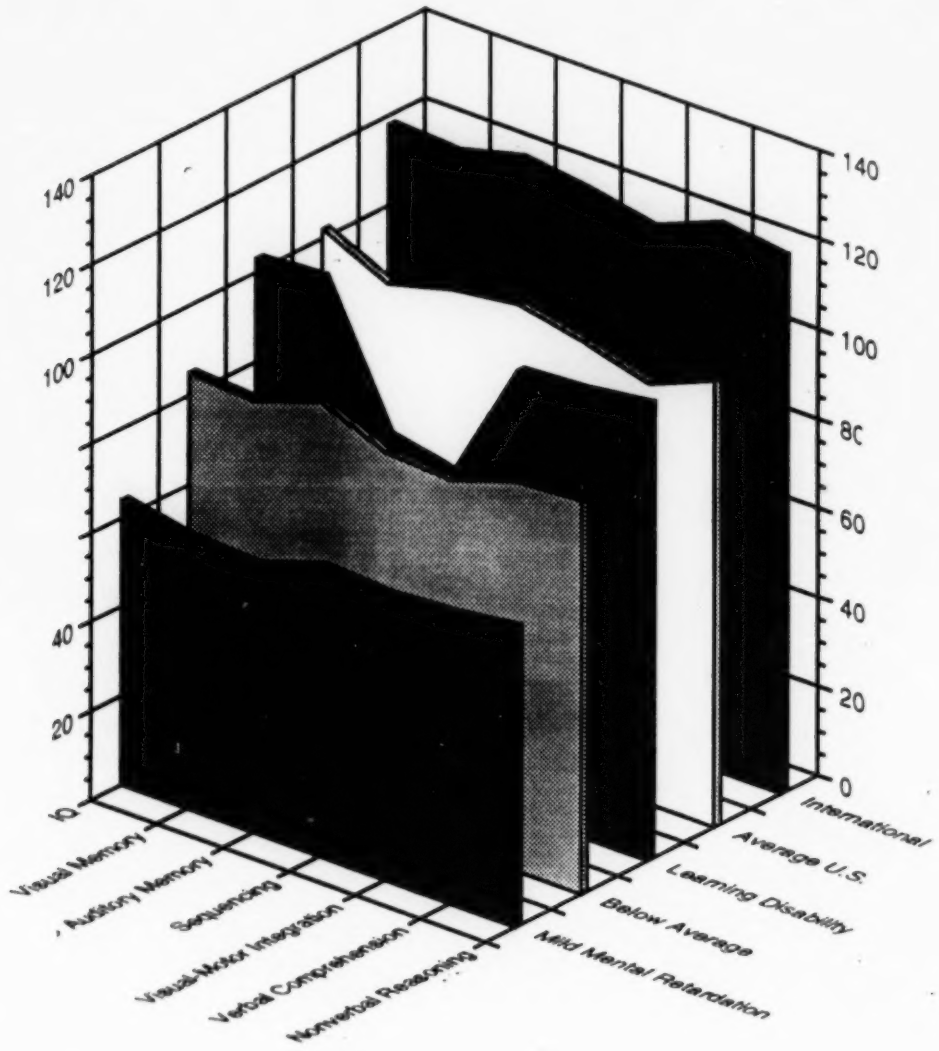
PROFILES OF TYPICAL U.S., LEARNING DISABILITY STUDENTS, & INTERNATIONAL SCHOOL STUDENTS



AREA GRAPH OF PROCESSING ABILITIES COMPARING TYPES OF U.S. STUDENTS TO THE TYPICAL STUDENT AT INTERNATIONAL SCHOOLS



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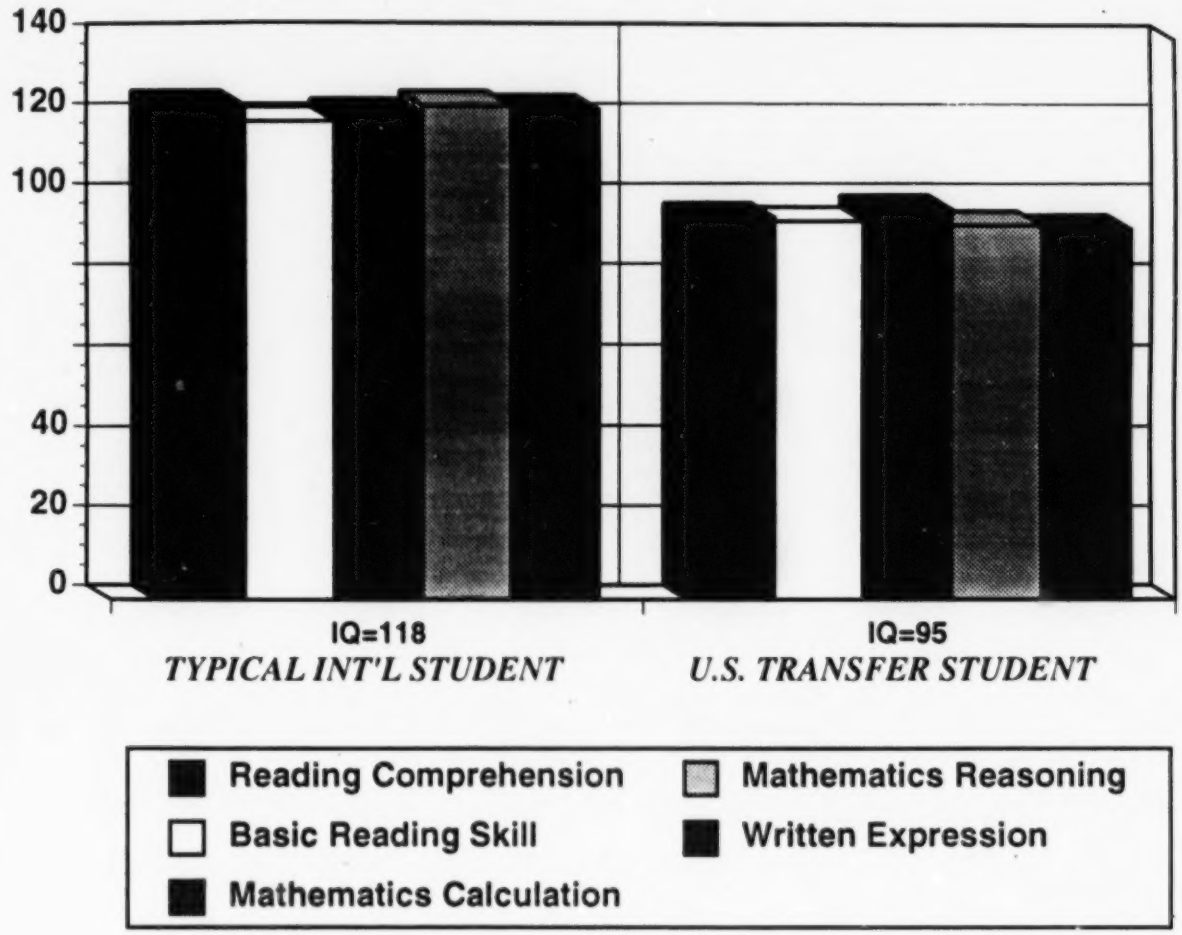
A TEMPORARY WEAKNESS: U.S. TRANSFER STUDENT IS NOW COMPARED WITH A MORE RIGOROUS STANDARD



THIS STUDENT EARNED MOSTLY Cs AND OCCASIONALLY C- GRADES IN THE UNITED STATES AT THEIR PUBLIC SCHOOL. AFTER A PARENT WAS HIRED BY A MULTINATIONAL CORPORATION, THEY TRANSFERRED TO AN AMERICAN SCHOOL OVERSEAS. THE FIRST GRADE REPORT THEY RECEIVED SHOWED A COUPLE OF Cs AND SEVERAL Ds. COMMENTS SUCH AS "NEEDS IMPROVEMENT, " "BASIC SKILLS ARE WEAK," AND "POOR EFFORT" WERE NOTED.

THIS STUDENT HAS NO LEARNING DISABILITIES, NOR HAVE THEY "LOST IQ POINTS ON THE PLANE OVER." THE ONLY DIFFERENCE IS THAT THEY ARE NOW BEING COMPARED WITH HIGHER ACHIEVING STUDENTS. AVERAGE ACHIEVEMENT AT MANY AMERICAN SCHOOLS OVERSEAS EXCEEDS 70% OR MORE OF STUDENTS IN THE PUBLIC SCHOOL SYSTEM WITHIN THE U.S.

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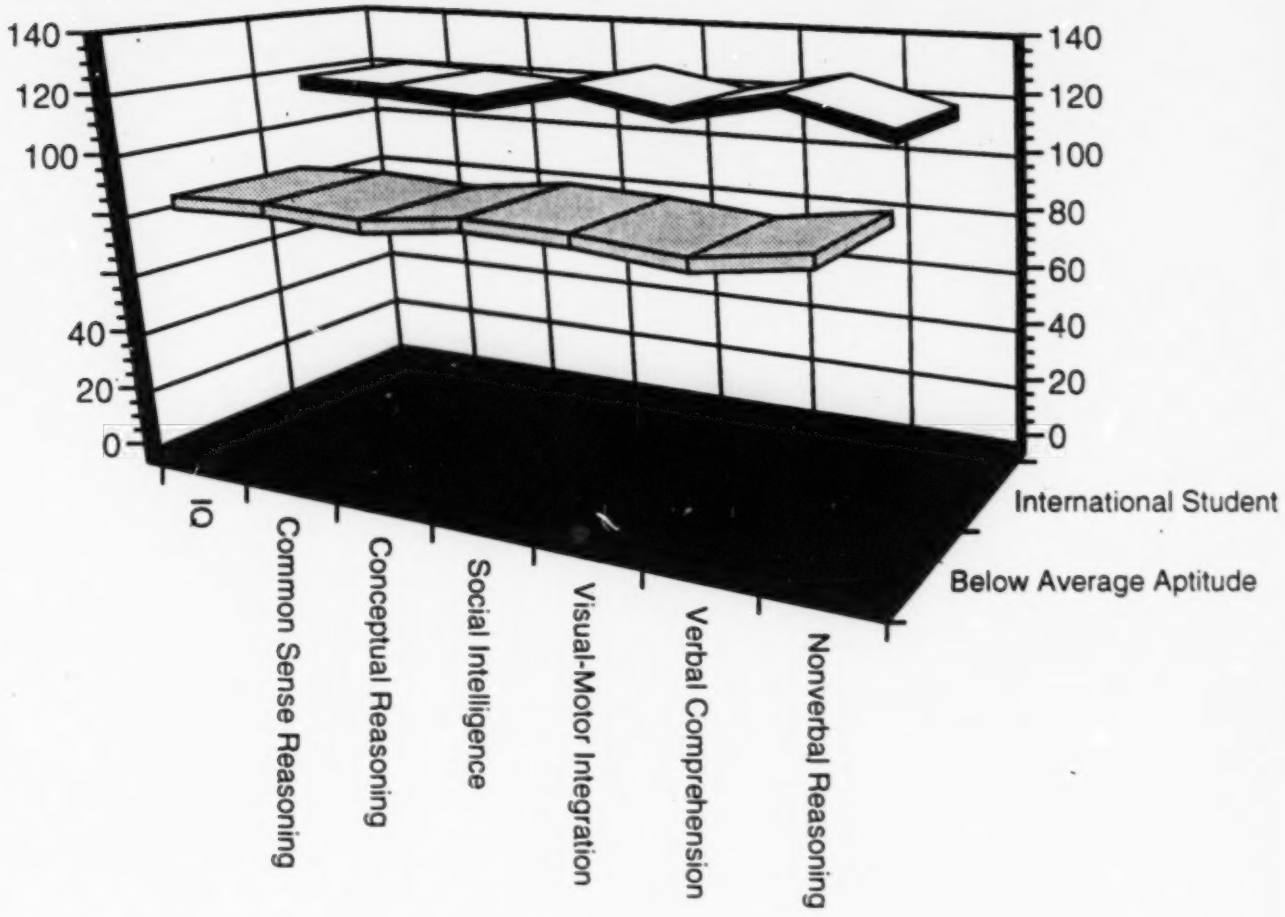
WHEN A LEARNING DIFFERENCE BECOMES A SEVERE WEAKNESS: BELOW AVERAGE SCHOLASTIC APTITUDE VS. ABOVE AVERAGE SCHOLASTIC APTITUDE OF THE MAJORITY OF INTERNATIONAL STUDENTS



SYMPTOMS: THIS IS PERHAPS THE MOST DEVESTATING SITUATION FOR THE STUDENT, THEIR PARENTS, AND THEIR TEACHERS. THEY HAVE BELOW AVERAGE SCHOLASTIC APTITUDE AND IN THEIR FORMER HOME COUNTRY SCHOOL SYSTEM THEY HAD TO STUGGLE ARDUOUSLY TO MAKE "Cs." ACADEMIC LEARNING WAS NEVER THEIR STRENGTH AND THEIR MOTIVATION FOR SCHOOL IS MARGINAL. HOWEVER , NOW AT THE INTERNATIONAL SCHOOL THEY ATTEND IT IS IMPOSSIBLE FOR THEM TO EARN PASSING GRADES BECAUSE OF THE MUCH HIGHER EDUCATIONAL STANDARD. UNLESS ADJUSTMENTS ARE MADE TO MAKE IT POSSIBLE FOR THEM TO PASS, THEY ARE CONDEMNED TO FAILURE. IN EXTREME CASES THEY MAY BECOME BEHAVIOR PROBLEMS AND THEIR FAMILIES NEVER ADJUST TO THE EXTREME ACADEMIC PRESSURE.

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The Language "Problem"

A little known fact is that English is the language of instruction at American schools overseas and most students have cognitive-academic language proficiency (CALP) in English as either a first or second language, or they receive ESL instruction and speak English at a basic communication level. Many times a non-U.S. student being evaluated will earn Verbal Scale scores within an average range, or even above. However, there are students who do not have CALP English, and then interpreting Verbal Scales as "English Proficiency Level," using nonverbal ability measures, selecting processing tests without a strong language load, consultation from the ESL staff, and most importantly, a very good language history and parent and teacher interviews are crucial.

A Question of Norm Group

A typical large American school overseas has 50% of students coming from the U.S., while the other 50% are from 30 or more different nations and cultural backgrounds. Identifying a test or tests normed for Pakistani, Zambian, Turkish, Korean, Indonesia children (Indonesia has hundreds of different cultural groups) becomes an overwhelming task, and probably one that would not make much sense. Even if you had a "home country" ability test, this test would have been normed on children who are not internationally mobile, who do not typically speak English as a foreign language, who do not have parents at the same educational and socio-economic level, and who have not been educated in the international school system.

Consider this example: A Dutch girl moved to Thailand with her parents (who are Dutch, English and French multilingual) at 4 years of age before she started school in the Netherlands. In Thailand, she began school at a Thai school because there was no local Dutch, American, British or French international school. The parents spoke Dutch, English, and basic Thai at home (and secured a tutor in English) because they were certain they would eventually transfer to a country with an English-speaking international school. At 8 years old the family relocated to Jakarta, Indonesia where there is a large international school that has an English-speaking American curriculum track. For this student, a test in Dutch is practically useless, and a test in Thai has little value to predict academic knowledge in English. Perhaps a reasonable way to go would be U.S.-normed ability, perceptual, processing, and achievement tests guided by the evaluator's knowledge of variables influencing language acquisition and academic achievement in a second language.

Test Interpretation

In this example, which is an actual case, the girl scored in the 88-92 standard score range in English proficiency (WISC-III Verbal Scale), the 82-89 range in academic levels in reading and written language while math was in the 105-112 range, and there were no specific weakness on

U.S.-normed tests in visual-motor integration, visual organization, short-term recall, and visual and auditory sequencing. In fact, her nonverbal reasoning was above average compared to U.S. norms (Performance IQ 112). This data alone is only a part, and not the most important part, of understanding a child's school performance. It is largely uninterpretable without applying the research findings from academic achievement in a second language.

This child's first language was Dutch; however, she was never schooled in Dutch. The most efficient acquirers of L2 cognitive-academic language are those who have several years of schooling in L1 (Collier, 1889). This student was schooled In Thai, her third language (English was her second, Dutch her first). Parents report that at the Thai school she was always behind the other students. Although basic communication skills in a second language are developed within 2-3 years, it takes 5-7 years to obtain cognitive-academic proficiency in L2 (Collier, 1889). Parent report verified that she did not have a cognitive-academic proficiency level in Thai. Because it takes 5-7 to obtain cognitive-academic proficiency in L2 under optimum circumstances, this student could take 7-10 years to reach cognitive-academic levels in L2 because she has had no schooling in L1-Dutch (Collier, 1989).

In the absence of any indication there are processing deficits in short-term memory, sequencing, and visual-motor integration, it is reasonable to conclude that her severe discrepancies in reading and written expression (Performance IQ 112 vs. 80's in reading & writing) are due to her unique language history and educational background, rather than a specific learning disability. Parents and teachers need to know that they can expect a long period of cognitive-academic development in English, and to make modifications in curriculum demands and grading practices accordingly. Interestingly, another student with a similar history (different countries and languages), who had lower achievement scores and definite indications of visual sequencing and visual-motor integration weaknesses, the Multidisciplinary Team concluded that his struggle was due to limited cognitive-academic proficiency in English, complicated by a specific reading disability.

Conclusion

For most students at American schools overseas there is no "home country" normed test that exists, and even if one is available, they differ so dramatically from children in their home country in terms of language background and educational history that comparisons are shakey at best. Into this complex situation comes the U.S.-trained school psychologist, who has the consultation skills and ability to integrate background information, language history, educational history, second language research, and the observations of parents and teachers to guide test interpretation. Background information is exhaustively applied to test findings in these psychoeducational reports. The child's language history, relative proficiency as reported by parents, timing of acquisition, and the language(s) they first learned to read and write are directly linked to the test data.

1. If a child has not learned to read and write their first language, a test of academic proficiency in L1 has little meaning. They will predictably score lower compared to a "home country" group of children who learned to read and write their first or native language. Concluding that they are language-impaired compared to their norm group in the home country would be a fundamental error since with no schooling in L1 there is limited opportunity to develop L1 cognitive-academic proficiency.

2. A large group of limited English proficient children fall into the category of "mixed language" or non-CALP (cognitive-academic language proficiency) children. This group of children does not have one language developed to a cognitive-academic proficiency sufficient to make satisfactory academic achievement in school.

3. If the child has been attending English-speaking schools for a number of years, a test of cognitive-academic language proficiency in L1 may be lower than a formal measure of English normed on the U.S. population. Source: Hispanic children who have lived for years in the United States and who have been attending U.S. public schools in English-only programs, sometimes have equal or somewhat higher Woodcock language scores in English compared to their Spanish performance on the Bateria Woodcock Psico-Educative en Espanol.

4. There is an enormous difference between conversational or basic level language compared to CALP (cognitive-academic language proficiency). Frequently, regular classroom teachers assume that if a child can carry on a practical conversation in English, then they should be able to comprehend and assimilate the specialized terminology and more abstract language of the classroom (context-reduced) that academic achievement requires.

5. When a teacher understands the difference between practical fluency and CALP, when they become familiar with the key variables affecting language development, and when they know the time framework that is associated with academic achievement in L2, a common ground for cooperation and consultation is established that quite frequently reduces evaluation referrals rates and produces immediate interventions (e.g., adjusting to realistic expectations, revising curriculum emphasis, and allowing oral testing in practical language in the content areas rather than essays or term papers).

6. When evaluating a limited English proficient child be sure to include a measure of English proficiency. A completely nonverbal assessment cannot answer the question of what is the child's L2 level. This is best practices as long as you call it "English Proficiency Level" or "Oral English Achievement" and clearly differentiate it from verbal intelligence or verbal comprehension.

7. A U.S.-normed test such as the WISC-III or Stanford-Binet IV or KIAT in many cases has the

most utility since the child is attending an American, English-curriculum school and their "fit" to a home country normed test is either marginal or poor (no schooling in L1). Each of these U.S.-normed tests has a nonverbal/visual reasoning component, and measures of English CALP.

8. It is noteworthy that there are many referrals of children at American schools overseas when competence in English is not a primary concern. Non-language related concerns such as poor visual-motor integration, weak visual sequencing, poor visual-spatial organization, attention problems, emotional/adjustment concerns, and wide disparities in academic skills despite CLAP English and an extensive English background may constitute the presenting problems.

9. A test such as the Stanford-Binet, Fourth Edition has good utility since verbal and visual reasoning is clearly differentiated, three out of four short-term memory subtests are nonverbal or low verbal (digits), and the Verbal Reasoning Area has two contrasting subtests: Vocabulary and Absurdities. Vocabulary is similar to most oral vocabulary tests on many "intelligence" Scales, the examiner asks for a definition of specific words of increasing difficulty and abstraction. However, on the Absurdities subtest a funny or strange picture is shown (visual format) with blatant errors and the child can use the English they know to form a response. There are no demands to use or identify a precise vocabulary as long as they can orally describe the mistake. This allows a "rough" comparison between CALP vocabulary development and non-CALP practical oral English expression. The WISC-III does <u>not</u> have a similar contrast.

10. The ESL/EFL department is a school psychologist's best friend. Get to know these professionals and work together with them. They have known about key variables and time parameters affecting academic achievement in a second or foreign language for years, and they are indispensable for knowing your school's linguistically-diverse population.

11. In some cases, ESL/EFL teachers may speak one or more languages of your student body. When this is the case they are very helpful in teaming up with you to include a L1 language sample, to estimate if L1 CALP has been attained, and to provide good information regarding the child's language background and progress in their program. Realize, however, that there normally are no L1 speakers for most of your ESL students. Interpreters are frequently non-existent, and home country tests are either unavailable or practically useless (e.g., different dialect, cultural group, or not normed on children who were unschooled in that language). This is often the state-of-affairs, but it does not mean nothing can be done. Careful test selection, intelligent interpretation, combined with ESL consultation, and extensive language and educational histories, can make a meaningful difference in beginning to illuminate a path for understanding these complex and challenging children. (Note: Parents of most limited English proficient children at American school overseas will speak English at a basic level, and often they have more sophisticated communication skills.)

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IMPORTANT VARIABLES AFFECTING LANGUAGE ACQUISITION

1. THE MOST IMPORTANT FACTOR AFFECTING COMPETENCE IN A SECOND LANGUAGE (**L2**) IS THE LEVEL OF PROFICIENCY IN YOUR "FIRST" (**L1**) LANGUAGE .

2. WHEN CHILDREN'S **L1** DEVELOPMENT IS DISCONTINUED BEFORE IT IS COGNITIVELY MATURE (AGE 12), THEY EXPERIENCE NEGATIVE COGNITIVE EFFECTS IN **L2** DEVELOPMENT.

3. ALTHOUGH IT TAKES 2-3 YEARS TO ACQUIRE BASIC COMMUNICATION SKILLS IN **L2**, IT TAKES 5-7 YEARS TO OBTAIN ACADEMIC PROFICIENCY IN **L2**.

4. OLDER CHILDREN (AGES 8 TO 12) WHO HAVE SEVERAL YEARS OF **L1** SCHOOLING ARE THE MOST EFFICIENT ACQUIRERS OF **L2** "SCHOOL LANGUAGE."

5. YOUNG CHILDREN WITH NO SCHOOLING IN **L1** CAN TAKE 7-10 YEARS TO REACH ACADEMIC PROFICIENCY IN **L2**.

Collier, V. P. (1989). How Long? A synthesis of research on academic achievement in a second language. TESOL Quarterly, 23(3), 509-531.

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IMPORTANT LANGUAGE ACQUISITION IMPLICATIONS FOR TCKs

1. CHILDREN MUST HAVE A HIGH LEVEL OF LINGUISTIC COMPETENCE IN AT LEAST ONE LANGUAGE TO BE ACADEMICALLY SUCCESSFUL.

2. MANY NON-AMERICAN TCKs DO NOT QUALIFY FOR ESL NOR ARE CONSIDERED LIMITED ENGLISH PROFICIENT SINCE THEY SPEAK GOOD CONVERSATIONAL ENGLISH.

3. THERE IS A MAJOR DIFFERENCE BETWEEN BASIC CONVERSATIONAL SKILLS IN ENGLISH AND ACQUIRING "SCHOOL ENGLISH," THAT IS ENGLISH THAT IS CONCEPTUALLY RICH AND DEVELOPED FOR ACADEMIC WORK.

4. ESL PROGRAMS TYPICALLY EXIT STUDENTS AFTER THEY BECOME CONVERSATIONALLY PROFICIENT IN ENGLISH.

5. BECAUSE 5-7 YEARS IS THE NORMAL TIME IT TAKES NON-HANDICAPPED CHILDREN TO BECOME PROFICIENT IN ACADEMIC ENGLISH, EDUCATORS SHOULD NOT EXPECT 50TH PERCENTILE AND ABOVE ACHIEVEMENT UNTIL SEVERAL YEARS AFTER EXITING ESL.

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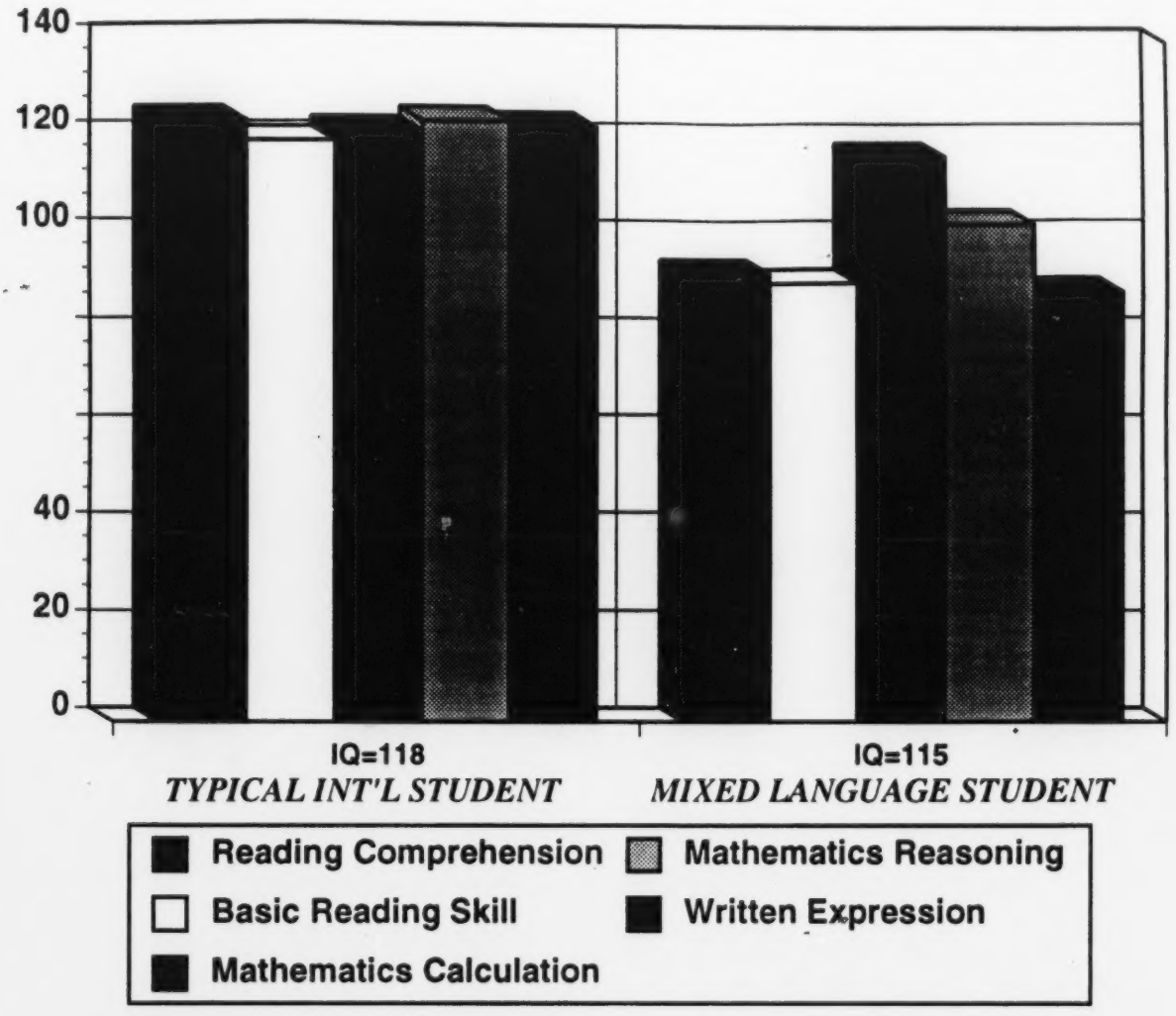
AN ACQUIRED WEAKNESS: NO LANGUAGE IS FULLY DEVELOPED TO A CONCEPTUAL, "ACADEMIC" LEVEL



THIS STUDENT WAS BORN ITALY, MOVED TO BRAZIL AT A YOUNG AGE AND BEGAN SCHOOL IN PORTUGUESE. IN THIRD GRADE THE FAMILY TRANSFERRED TO TUNESIA AND FOR THE NEXT TWO YEARS HE ATTENDED THE FRENCH SCHOOL. SIX GRADE TO NINTH GRADE WAS COMPLETED AT THE INTERNATIONAL SCHOOL BANGKOK FOLLOWING A THIRD TRANSFER.

THIS STUDENT CAN SPEAK ENGLISH ADEQUATELY AT A CONVERSATIONAL LEVEL, BUT KNOWLEDGE OF "ACADEMIC-LEVEL" (OR CALP) ENGLISH IS WEAK. THERE ARE NO LEARNING DISABILITIES OR NEUROLOGICAL WEAKNESSES OF ANY KIND.

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BACKGROUND INFORMATION VITAL FOR TEST INTERPRETATION WITH TCKs

DEVELOPMENTAL/MEDICAL

- MATERNAL HEALTH/BIRTH HISTORY
- DEVELOPMENTAL MILESTONES
- HOSPITALIZATIONS/ACCIDENTS/DISEASES

LANGUAGE

- FIRST LANGUAGE LEARNED
- LANGUAGE(S) OF MOTHER/FATHER
- *TIMING OF LANGUAGE EXPOSURE*
- LANGUAGE FIRST LEARNED TO READ & WRITE
- CHILD'S MOST PROFICIENT LANGUAGE(S)

EDUCATIONAL

- CHILD'S SCHOOLS ATTENDED (TYPE/COUNTRY)
- CHILD'S PAST SCHOOL PROGRESS
- FATHER AND MOTHER'S YEARS OF SCHOOLING

TCK HISTORY

- IDENTIFIED "HOME" COUNTRY
- NUMBER OF OTHER COUNTRIES LIVED IN
- LENGTH OF TIME IN EACH COUNTRY
- FATHER'S/MOTHER'S OVERSEAS ASSIGNMENT
- REENTRY/ASSIGNMENT ADJUSTMENT HISTORY
- ATTITUDE TOWARDS PRESENT HOST COUNTRY

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REASONABLE (BUT NOT PERFECT) EVALUATION BATTERIES FOR TCKs

(Note: In evaluating any person, especially TCKs (students at American school overseas), background information is crucial. Knowledge of educational history and language experience will determine what the tests mean, not the other way around.)

8 YEARS AND OLDER

- WISC-III, STANFORD-BINET, K-ABC, KAIT
- BENDER VISUAL MOTOR GESTALT TEST
- SHORT-TERM MEMORY AREA FROM S-B IV OR SUBTESTS FROM TOMAL (REYNOLDS & BIGLER)
- WOODCOCK-JOHNSON-REVISED TESTS OF ACHIEVEMENT, WIAT, CBM
- INTERVIEWS & EXTENSIVE LANGUAGE HISTORY

YOUNGER THAN 8 YEARS

- S-B IV, K-ABC (WITH S-B VERBAL), WPPSI-R (VERBAL SCALES = ENGLISH PROFICIENCY).
- McCARTHY SCALES OF CHILDRENS ABILITIES: DRAW-A-DESIGN AND DRAW-A-CHILD SUBTESTS
- THE VOCABULARY AND ABSURDITIES SUBTESTS FROM THE STANFORD-BINET, FOURTH EDITION
- WOODCOCK-JOHNSON-REVISED TESTS OF ACHIEVEMENT, WIAT, CBM
- INTERVIEWS & EXTENSIVE LANGUAGE HISTORY

INTERPRETATION OF PSYCHOEDUCATIONAL TEST RESULTS FOR EP TCKs, EXAMPLE #1

FOR NON-AMERICAN ENGLISH PROFICIENT (EP) TCKs

VERBAL SCALE IQ = ENGLISH VERBAL COMPREHENSION

PERFORMANCE SCALE IQ = NONVERBAL INTELLIGENCE

FULL SCALE IQ = SCHOLASTIC APTITUDE ESTIMATE

STANFORD-BINET IV, SHORT-TERM MEMORY AREA = STM (VISUAL OR AUDITORY) OR SEQUENCING OR HOLISTIC VS. SERIAL RECALL DEPENDING ON THE PATTERN OF ALL RESULTS.

NOTE 1: THE MEMORY FOR SENTENCES SUBTEST IS INCLUDED IN THE STANFORD-BINET SUBTESTS SINCE ENGLISH LANGUAGE PROFICIENCY IS NOT AN ISSUE.

NOTE 2: COMPUTING A FULL SCALE IQ AS A GLOBAL MEASURE OF SCHOLASTIC APTITUDE IS POSSIBLE, BUT ALWAYS NOTE THIS IS COMPARED TO U.S. CHILDREN.

NOTE 3: NON-AMERICAN TCKs ARE A DIVERSE GROUP; FULLY DESCRIBE ALL CULTURAL AND LINGUISTIC DIFFERENCES. IF THE STUDENT IS BI- OR MULTI-LINGUAL, DISCUSS LANGUAGE TIMING, LANGUAGE THEY FIRST LEARNED TO READ/WRITE, AND RELATIVE PROFICIENCY BASED ON PARENT AND CHILD REPORTS.

INTERPRETATION OF PSYCHOEDUCATIONAL TEST RESULTS FOR LEP TCKs, EXAMPLE #2

FOR ESL/LIMITED ENGLISH PROFICIENT (LEP) TCKs

VERBAL SCALE IQ = ENGLISH LANGUAGE PROFICIENCY SCORE

PERFORMANCE SCALE IQ = INTELLIGENCE ESTIMATE

STANFORD-BINET IV, SHORT-TERM MEMORY AREA = STM (VISUAL OR AUDITORY) OR SEQUENCING OR HOLISTIC VS. SERIAL RECALL DEPENDING ON THE PATTERN OF ALL RESULTS.

NOTE 1: THE MEMORY FOR SENTENCES SUBTEST IS BIASED FOR LEP CHILDREN (I.E., IT MEASURES KNOWLEDGE OF ENGLISH RATHER THAN STM.)

NOTE 2: THE REMAINING S-B STM SUBTESTS ARE VISUAL OR VERY LOW VERBAL AND GENERALLY ARE ADEQUATE MEASURES OF STM FOR LEP CHILDREN.

NOTE 3: BECAUSE TCKs WHO ARE LEP COME FROM SUCH DIVERSIFIED BACKGROUNDS, THERE WILL NEVER BE A TEST WITH NORMS APPLICABLE FOR THEM. IN THE REPORT ACKNOWLEDGE THAT THESE SCORES COMPARE THEM TO U.S. CHILDREN AND ARE MOST APPLICABLE TO SCHOLASTIC PERFORMANCE IN AMERICAN SCHOOLS. TRUE IQ IS NOT MEASURED.

COMMENTS ON STANFORD-BINET INTERPRETATION FOR TCKs/INTERNATIONAL MOBILE CHILDREN

Stanford-Binet Intelligence Scale: Fourth Edition

Subtest

Vocabulary
Absurdities

These two subtests combine to compute an English Language Achievement Score, similar to achievement in reading, mathematics, and written language. Expect Absurdities > Vocabulary since verbal demands are less for bright limited English proficient TCKs. The Comprehension subtest is the most culturally biased; therefore, it is often not included.

Pattern Analysis
Bead Memory
Matrices*
Copying (included for younger children rather than Matrices)
Paper Folding and Cutting (substitute if Matrices is biased)

*Visual/Nonverbal Reasoning Area Score. Comparable to the WISC-III Performance Scale IQ or Perceptual Organization Factor. *Matrices may be seriously compromised by distractibility, visual sequencing problems, or failing to use verbal mediation. If Matrices is suppressed, substitute Paper Folding & Cutting for older TCKs, or use PA/BM to compute Area score. Bead Memory may load on Short-Term Memory Factor for some TCKs with memory/sequencing weaknesses.*

Memory for Digits
Memory for Objects

Short-Term Memory Area Score. The Memory for Sentences subtest is not administered because it measures English competence rather than short-term memory for limited English proficient children. Administer if English achievement is high.

Ability Score (IQ) = Visual/Nonverbal Reasoning Area

VERBAL/CULTURAL BACKGROUND/SEQUENCING VS. NONVERBAL REASONING

MORE VERBAL/CULTURAL OR SEQUENTIAL	NONVERBAL REASONING
PICTURE COMPLETION	BLOCK DESIGN
PICTURE ARRANGEMENT	OBJECT ASSEMBLY
CODING	

The possibility of significantly lower subtest scores on the Picture Completion and Picture Arrangement subtests within the WISC-III Performance Scale may be observed for *some* children with limited English proficiency who come from diverse educational backgrounds (e.g., a very small, rural national school in L1). These subtests have the most cultural-related content of any on the Performance Scale, and they also require a verbal response.

By far the more common occurrence is for weak sequential processing to deviate Coding and/or Picture Arrangement. Another possibility is a child's visual-motor weakness depressing Coding, which recommends the WISC-III Perceptual Organization Factor as the least biased estimate of ability.

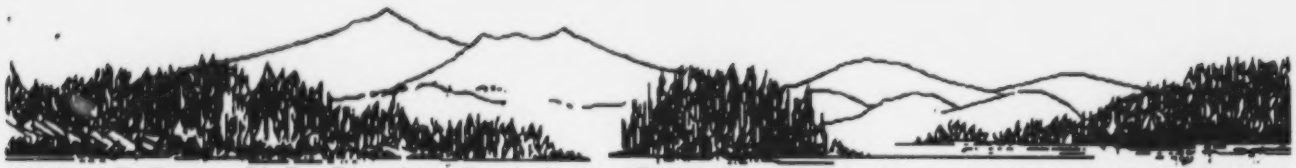
If any of these patterns apply to a limited English proficient TCK, consider computing a Nonverbal IQ based on the more "holistic/ integrative" nonverbal subtests (Block Design & Object Assembly), or use the Perceptual Organization Factor (when Coding only deviates). Naturally, additional hypothesis testing with other tests and subtests from major scales (e.g., Stanford-Binet or the TOMAL) would be helpful. In all cases, test data is essentially uninterpretable without language and educational history, educator observations, and parent interview.

ACQUIRED KNOWLEDGE VS. REASONING

ACQUIRED KNOWLEDGE	REASONING
INFORMATION	SIMILARITIES
VOCABULARY	COMPREHENSION
ARITHMETIC	DIGIT SPAN

Non-American TCK		American TCK	
Verbal Scale		*Verbal Scale*	
Information	5	Information	11
Similarities	16	Similarities	7
Vocabulary	8	Vocabulary	13
Comprehension	13	Comprehension	6
Arithmetic	6	Arithmetic	11
Digit Span	(14)	Digit Span	(8)
Verbal Scale IQ = 97		Verbal Scale IQ = 97	

These children have identical Verbal IQs on the WISC-III, but their verbal ability is very different. This pattern is not unexpected for a non-American TCK who comes from another education system, or a non-American TCK still acquiring academic-level English. If those subtests within the Verbal Scale that require reasoning with language as opposed to specific knowledge are low, suspect the suppressing effect of a different cultural/educational background; however, ultimately the prognosis for this child is very good. A child who scores high in acquired knowledge, but low in reasoning may be good at learning facts yet have trouble integrating this knowledge.



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PSYCHOEDUCATIONAL EVALUATION OF A TCK/MULTINATIONAL CHILD

The following report is from an actual case seen by me in Cairo, Egypt. It is offered as an example of the problem of trying to decipher whether academic problems are due to a specific learning disability or language and/or educational exposure factors. Complicating the evaluation was a history of sibling conflict and poor emotional adjustment that began just after Y. began her formal education in a private Egyptian school.

Psychoeducational evaluations of internationally mobile children (TCKs) necessarily depend on comprehensive background information. In fact, details about the first language the child learned, their relative proficiency in each language if they are bilingual or multilingual, their past educational performance and the type(s) of educational systems they have attended, whether they have been schooled in a language other than their most proficient-- these details are indispensable to interpreting test results.

In the evaluation of Y. several key items of information suggest that her academic struggle may be related to being educated in her less developed, second language of Arabic. Her mother stated that English was clearly Y.'s best developed language; Y. herself firmly believed this was true and felt she would do much better if instruction were in English. Emotional problems were indicated by her mother, and the background information that described the problems starting after she began school was very relevant. Egyptian private schools have a higher educational standard, similar to private schools in the Unites States. The fact that she attended one of these and had to academically achieve in a second language were other germane facts to consider. Information about her school failure, family pressure to academically succeed, her brothers harsh criticism and rejection suggest possible contributing causes for her poor self-concept.

Research on academic achievement in a second language points to several possible hypotheses. English was Y.'s first language and her most proficient, although Arabic also was spoken at home and the children were expected to be schooled in Arabic since they lived in Egypt. Y. learned to read and write Arabic rather than English and she was at the bottom of her class at the Egyptian private school. Language research indicates that children who do not learn to read and write their most proficient language first, later experience academic problems in a second language (see overheads in this packet).

I speak no functional Arabic, but as this case illustrates significant background information can be gained by asking the right questions. Background information, combined with language research and test results, can allow an examiner to make informed decisions regarding what test scores mean. Without this information, test scores may be meaningless and are often misleading.

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PSYCHOEDUCATIONAL REPORT
(CONFIDENTIAL)

Name: Y. E.
Birthdate:
Age at Evaluation: 10 years, 6 months

School Type: Egyptian Private
Evaluation Date: October 31, 1989
Examiner: Michael Gerner, Ph.D.

SUMMARY OF FINDINGS AND RECOMMENDATIONS

Y. was referred by Mrs. E. because of her poor school performance, moody behavior, and conflicts with family members at home. The evaluation was requested to determine whether Y. has a specific learning disability (dyslexia), to assess the extent of her emotional problems, and to offer suggestions for improvement.

The results of the evaluation indicate that Y. does not have a learning disability. A learning disability is a specific weakness or neurological deficit that prevents a child from achieving up to their intellectual potential. Y. has no neurological deficits and the level of her academic skills is consistent with her marginally average scholastic aptitude. Y.'s capability for academic learning is somewhat below the majority of her peers and this makes school more of a struggle for her. There is nothing "wrong" with Y., at her ability level we could expect progress that exceeds about 25% of students in her class. However, attending a school in her second language (Arabic) compounds her academic problems since she does not comprehend the language at a conceptual level sufficient to compete with even "below average" Egyptian students. These two interacting factors, marginally average scholastic aptitude and weak Arabic language skills, account for her severe academic problems at her Egyptian private school. On the basis of ability alone she should be doing much better; therefore, weak Arabic expressive and receptive language skills are viewed as the *primary* problem and suggest that she should be educated in the language that she is most comfortable: English. This is important because Y.'s severe academic difficulties are directly reinforcing feelings of worthlessness and devaluation that result in high levels of anxiety and severe emotional stress.

Y. has an extremely poor self-concept. Although she relies on people's reactions to her to meet her basic needs, personality testing indicates that she is under extreme stress because her interpersonal world is perceived as hostile and critical. Her feelings of devaluation by people cause internalized anger which is sometimes expressed to family members, most notably her brothers and to a lesser extent her mother. The depression Y. experiences makes her behavior irrational at times. Her internal emotional turmoil distorts her perception of the motives of people around her and causes her to be acutely sensitive to criticism, even to the point of provoking it to emotionally compensate herself for perceived "wrongs". Y.'s instances of argumentativeness, shouting, and other displays of anger are viewed as desperate attempts to preserve some semblance of selfhood amidst overwhelming feelings of devaluation and worthlessness.

On the other hand, Y. does have strengths which indicate she is capable of moving toward more adaptable behavior. There is no indication of serious psychopathology to suggest psychosis or gross distortion of reality. She shows sensitivity to the feelings of others and responds readily to genuine praise and recognition. Y. desires friends and responds to nonjudgemental, positive social relationships with peers and adults. Throughout the testing and interviews with the examiner, Y. was comfortable and readily shared her interests, feelings and concerns. Within the home when there is no conflict, Y. demonstrates positive regard for family members, generosity, and helpfulness.

Y. has the capacity to make substantial positive emotional growth, but two primary sources of negative evaluation must be addressed. First, Y.'s brothers severely criticize her and this reinforces her feeling that she is stupid and worthless as a person. This criticism must stop. It is recognized that Y. is not innocent, she often brings criticism on herself; however, progress cannot be made expecting her to be primarily responsible for change. Her brothers are successful in school, valued by their peers, and routinely recognized for their achievements-- all the things Y. lacks. Their self-concept is intact and the impetus for change must come from them with firm parental limits that do not tolerate excessive criticism and rebuke directed to Y. Second, school problems further compound Y.'s feelings of inferiority and represent a source of condemnation that is destructive. She is not learning disabled and with marginally average ability she should be experiencing more success. Since English is her best developed language for learning, it is highly recommended that Y. *immediately* enroll in a British or American international school with a comprehensive English curriculum. The evaluation suggests that the language factor and academic comparison with her brothers who attend the same school are compelling reasons for this change. Without a transfer to a different school with a comprehensive English-language curriculum, the prognosis for generalized improvement is poor. It is also recommended that time be set aside each week for Y. to spend personal time with her father. Dr. E.'s work schedule is very demanding, but Y. desperately needs increased quality time with her father. Finally, if improvement is not

observed after these interventions are implemented, individual therapy for Y. concurrent with family therapy is recommended. The following sections present the information and test findings upon which these conclusions and recommendations are based.

BACKGROUND

Mrs. E. reports a full-term, normal pregnancy. All developmental milestones were reached within normal limits. Y. was a very quiet, manageable baby who seldom cried. She was a happy toddler, although quiet, and easy to control. At 6 years of age, however, Mrs. E. began to observe a change in Y. She put on weight, started having tantrums, and she seemed more moody and morose. Mrs. E. recalls several influences that may have been contributing factors. Y.'s relationship with her youngest brother had been good, but deteriorated at this time with his increasing identification with his older brother. The behavior of the boys was much more boisterous and they claimed an increasing portion of Mrs. E.'s time. Finally, formal education at an Egyptian private school began and school has always been a source of anxiety and pressure for Y.

Currently, Y. is having severe problems maintaining the academic pace at her Egyptian private school. She feels overwhelmed with the demands and complains continually at home to her mother. Y.'s relationship with her brothers (ages 12 and 14) is poor, but she also has a 16-month old baby sister that she enjoys. Mrs. E. reports that Y. often contributes to the conflict with her brothers, but the boys "are horrible to her". Her brothers can criticize her as "dumb and retarded" and Y. lashes back with insults and fits of temper. Mrs. E. reports that Y. is very demonstrative in the house and she will shout loudly, slam doors, and complain to draw attention to herself. She is quite worried about Y.'s moodiness and level of emotional upset. On the other hand, Mrs. E. observes that Y. is obliging at "non-distressful times". Y. can be a generous person who is genuinely concerned for her parents and her brothers welfare. Moreover, Y. adores her father who is "wonderful" with her during the times his demanding work schedule allows him to be home, according to Mrs. E.

All of Y.'s schooling has been at an Egyptian private school where subjects, except Math and Science, are taught in Arabic. The pace and scope of the Egyptian curriculum is very demanding. Y.'s brothers excel in school both academically and athletically, but Y. has severe problems keeping up and is not at all athletically inclined. Y. speaks Arabic and Arabic is predominantly spoken in the community where she lives. However, her first language and the language she is most comfortable with is English. At home English is used 90% of the time for communication between parents and children. Mrs. E. is British and her most proficient language is English, although she also speaks Arabic as a second language. Her husband, Dr. E., is an Egyptian national, who trained in London as an and he has a respected practice in Cairo that serves both Egyptian nationals and the international community.

MEASURES USED

Wechsler Intelligence Scale for Children-- Revised
Stanford-Binet Short-Term Memory Scale: Fourth Edition
Woodcock-Johnson-Revised (WJ-R) Tests of Achievement
Piers-Harris Children's Self-Concept Scale
Rorschach Inkblot Test
Bender Visual-Motor Gestalt Test
Behavioral Observations
Interviews

INTERPRETATION

Y. is a youngster from a mixed cultural (British/Egyptian) and language (English/Arabic) background. There are no specific tests designed for such individuals due to their unique circumstances. Therefore, instruments were selected to minimize cultural bias as much as possible. Some subtests had to be deleted due to cultural bias. For example, the *Information and Arithmetic Subtest* on the Wechsler Intelligence Scale of Children-Revised were not administered due to a number of items that assumed an American school background. Given Y.'s adequate English language skills and the fact that the results are unusually consistent, the findings presented in this report are judged to be a valid characterization of her current functioning.

Since Y. speaks English at home and has been educated in Arabic, the decision was made to select a test of ability that would not confound language skills with intelligence and reasoning ability. The Kaufman Assessment Battery for Children evaluates information processing without making extensive language demands. This test is normed on American children and therefore the scores must be viewed as estimates. However, there are no alternative tests for children like Y. due to their highly unique circumstances, and the Kaufman was determined to be the least biased of any instruments currently available in the United States, Britain, or Egypt.

On the Kaufman Assessment Battery for Children, Y. earned a Sequential Processing score of 93 ± 8, a Simultaneous Processing score of 91 ± 6, resulting in a Mental Processing Composite of 91 ± 6. This score falls at the margin of the Below Average to Average Range of ability and exceeds 27% of American children Y.'s age. Her Nonverbal Score of 90 ± 6 is essentially identical, further suggesting that language was not a significant factor affecting her performance. These results indicate that Y.'s scholastic aptitude is sufficient to make meaningful progress in school, but her rate of progress will be somewhat slower than the majority of her peers. She can be expected to exceed approximately 25% of children her age in academic skills, which would place her at the upper end of the lower quartile of the class. However, academic achievement in her second language (Arabic) is very difficult for her and further complicates academic progress.

Y.'s visual-motor integration also falls at the margin of the Below Average to Average Range. On the Bender Visual-Motor Gestalt Test, Y.'s 3 errors produced a standard score of 90, which is better than 25% of American children. Visual-motor integration is the ability to integrate what is seen with fine motor control to accurately copy or transfer written material. Y. can be expected to take longer than a majority of her classmates with writing assignments and she will be more susceptible to omission and substitution errors. This is not due to a specific weakness or disability in visual-motor integration. Y.'s visual-motor integration is marginally average and is developed at a level commensurate with her general scholastic aptitude.

The only ability score that significantly deviated from the Low Average Range was Y.'s English language achievement, but not being educated in English is a significant factor suppressing this score. The Verbal Scale from the Wechsler Intelligence Scale for Children--Revised was administered as an English language achievement test. Y. earned a score of 75±5 which exceeds only 5% of American children her age and falls within the Well Below Average Range. (Note: This score was computed by deleting the Arithmetic & Information Subtest due to cultural bias, taking the median score of the remaining three subtests, and then summing the four scores to prorate a composite score). Y.'s actual verbal intelligence is judged to be in the Low Average Range like her other abilities. Several sources of information support this impression. First, her sequencing and short-term memory on the Kaufman Sequential Scale (including auditory short-term memory) is marginally average, suggesting that she should have a better developed English vocabulary score. Second, her general reading skills in English on the Woodcock-Johnson-Revised (see below) and reading comprehension also fall at the margin of the Below Average to Average Range, so the problem does not appear to be one related to weaker ability to process language-based information. Most likely her suppressed Verbal Scale score is due to not knowing specific vocabulary, rather than a memory or verbal processing weakness. Third, learning in her second language (Arabic) has probably limited the development of a more "academic" English vocabulary, although there is nothing deficient about Y.'s conversational English. Based on her own report and her mother's, English is the language Y. is most comfortable for fully expressing her ideas.

Y.'s academic struggle at her Egyptian private school appears to be primarily due to the difficulty she has in acquiring academics in Arabic as a second language. Marginally average scholastic aptitude is a contributing factor, but it does not account for the severity of her weaknesses in that program as described by Mrs. E. It is reasonable to assume that if she continues to stay in the Egyptian private school curriculum her Arabic skills will always lag, and her English language skills will not be developed to their full potential. In other words, Y. is at-risk to have below average skills in both languages if she remains with the Egyptian private school system.

It is very encouraging that Y. is working up to her ability level in most American/English-language curriculum areas that the evaluation measured. This is a considerable achievement

considering her diverse educational background from the American children which she was compared. On the Broad Reading Cluster of the Woodcock-Johnson-Revised Y. surpassed 29% of American children her age. Her mathematics calculation skills also surpassed 29% of this group (the Applied Problems Subtest was deleted due to American cultural bias). Y.'s written language achievement, which exceeded 10% of American children, was the only area in the evaluation that fell below her general ability range. This is not unexpected since Y.'s knowledge of spelling, mechanics and grammar would be much more limited than a youngster who has attended an American or British curriculum school over the past six years.

Throughout the testing it was evident that Y. is keenly sensitive to academic failure. She tends to give up easily at the first sign of difficulty because she expects to fail. Feelings of inferiority and incompetence make Y.'s effort and motivation quite fragile in a classroom setting. Testing suggests that Y. believes she is stupid and she has developed the coping mechanism of pulling back her effort to avoid the ridicule she perceives as inevitable.

Additional testing on the Piers-Harris Children's Self-Concept Scale indicates that Y. has an extremely poor self-concept. She scored below 1% of American children her age. This severely low score alerts us to how little confidence and self-respect she has. Y. is a very unhappy child who devalues her physical appearance, personal abilities, and intelligence. Further testing on the Rorschach Inkblot Test suggests that she does not suffer from psychosis or gross distortions of reality at this time. Nevertheless, Y. perceives her world as being full of painful experiences and her personality development is being adversely affected. Her responses indicate that she suffers from extreme academic and interpersonal stress and her available resources to deal with this stress are minimal. Consequently, she feels overwhelmed by emotional turmoil and this contributes to behavior which is somewhat irrational, moody, and volatile. In summary, testing indicates that Y. is not "deranged" or seriously pathological. However, she experiences such severe emotional stress that the resulting depression is a serious concern. Basic changes are necessary in Y.'s schooling and family situation. If improvement is not observed after these changes are implemented, individual and family therapy is highly recommended.

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Certified Psychologist (Arizona #1265)

Score Summary of Psychoeducational Testing
(Confidential)

Kaufman Assessment Battery for Children

Sequential Scale		*Simultaneous Scale*		*Nonverbal Scale*	
Hand Movements	9	Gestalt Closure	10	Hand Movements	9
Number Recall	10	Triangles	7	Triangles	7
Word Order	8	Matrix Analogies	8	Matrix Anologies	8
		Spatial Memory	10	Spatial Memory	10
		Photo Series	9	Photo Series	9

Sequential Processing 93±8, Simultaneous Processing 91±6, and Mental Processing Composite 91±6 (27th percentile). Nonverbal Composite Score: 90±6 (25th Percentile).

Wechsler Intelligence Scale for Children--Revised

Verbal Scale	
Similarities	5
Vocabulary	6
Comprehension	7

English Language Achievement: 75±5 (5th Percentile). Computed by taking the median score of these three subtests, adding the four scores, and prorating. Information and Arithmetic deleted due to American culutral bias on a significant number of the items (see report).

Bender Visual-Motor Gestalt Test

3 Errors; Standard Score 90 (25th percentile); Low Average Range; time 5:39

Woodcock-Johnson-Revised Tests of Achievement

Cluster/Subtest	*Std. Score*	*Percentile*
Broad Reading Cluster	92	29th percentile
Letter-Word Identification	93	32nd percentile
Passage Comprehension	92	29th percentile
Broad Mathematic Cluster	(Not able to be computed due to deletion of Applied Problems.)	
Mathematics Calculation	92	29th percentile
Applied Problems	(Deleted due to American cultural bias in the items.)	
Broad Written Language Cluster	80	10th percentile
Dictation	83	13th percentile
Writing Samples	86	18th percentile

Please Consult the Complete Report of Y. E. October 31, 1989

PERSONALITY AND DEVELOPMENTAL DIFFERENCES AMONG INTERNATIONALLY MOBILE CHILDREN AND ADOLESCENTS

ANY DECISION THAT INFLUENCES WHERE AND HOW YOU LIVE IS BOUND TO HAVE A HOST OF AFFECTS, SOME POSITIVE AND SOME MORE NEGATIVE. POINTING OUT POSITIVE AND NEGATIVES IS A VERY SIMPLISTIC UNDERTAKING SINCE ANY LIFESTYLE CHOICE NECESSARILY INVOLVES THEM. LISTING POSITIVES AND NEGATIVES IS FRAUGHT WITH PROBLEMS BECAUSE NOT ALL IM PEOPLE WILL EXPERIENCE THESE THE SAME WAY AND THERE IS OFTEN A "FLIP SIDE" TO THE CHARACTERISTIC. IN FACT, IT IS NOT ALWAYS CLEAR WHY A CHARACTERISTIC IS ON ONE LIST AND NOT THE OTHER!

WHAT IS A POSITIVE OR NEGATIVE CHARACTERISTIC FOR ONE TYPE OF IM PERSON MAY NOT APPLY TO ANOTHER TYPE OF IM PERSON. FOR EXAMPLE, AMONG MISSIONARY DEPENDENTS A NEGATIVE THAT IS CLAIMED IS THE "FEELING OF BEING POOR;" WHILE A POSITIVE CHARACTERISTIC THAT IS OFTEN CITED IS "ENJOYS SIMPLE THINGS." OBVIOUSLY, FEDERAL CIVILIAN AND BUSINESS CHILDREN AND ADOLESCENTS GROW UP UNDER A COMPLETELY DIFFERENT SET OF CIRCUMSTANCES. BOTH THESE GROUPS SHARE AN IM LIFESTYLE, BUT FEDERAL CIVILIAN AND BUSINESS DEPENDENTS DO NOT LIVE IN INTIMATE CONTACT WITH THE HOST CULTURE (OFTEN AT A VILLAGE LEVEL). THEY ARE MUCH MORE LIKELY TO BE IN EXPATRIATE COMMUNITIES AND ENJOY A RELATIVELY WEALTHY, PRIVILEGED STATUS.

THERE ARE HUGE INDIVIDUAL DIFFERENCES THAT MEDIATE THESE "POSITIVE AND NEGATIVE" GENERALITIES. HOWEVER, KNOWING ABOUT THE FEELINGS AND CHANGES REPORTED BY OTHER IM PEOPLE CAN HELP YOU UNDERSTAND THE EXTENT TO WHICH YOU TOO HAVE EXPERIENCED THESE THINGS. THERE IS NO SUBSTITUTE FOR KNOWING YOURSELF, AND WITH UNDERSTANDING COMES THE ABILITY TO INFLUENCE THE DIRECTION YOU ARE GOING. VERY FEW IM PEOPLE WOULD TRADE THEIR EXPERIENCES AND LIFE FOR ANYTHING. MOST APPRECIATE WHAT THIS LIFESTYLE HAS OFFERED THEM, AND PARENTS ARE MOSTLY POSITIVE ABOUT THE EFFECT ON THEIR CHILDREN. IT IS IMPORTANT TO UNDERSTAND AND APPRECIATE THE UNIQUE POSSIBILITIES OF THE IM LIFESTYLE AND EXPERIENCE. CERTAINLY THERE ARE PRICES TO BE PAID AS FOR ANY DIRECTION IN LIFE, BUT MOST IM PEOPLE CHERISH THEIR LIFESTYLE AND WOULD NOT CHANGE IT. TO UNDERSTAND THE CHALLENGES AND INTEGRATE THEM INTO A DIRECTION UNIQUELY THEIR OWN - THAT IS THE CHALLENGE FOR THE IM PERSON.

MICHAEL E. GERNER, PH.D. CONSULTING PSYCHOLOGIST
REFERENCE: GERNER, M. E. (1993)

SOME ALLEGED POSITIVE TCK CHARACTERISTICS ASSOCIATED WITH AN INTERNATIONALLY-MOBILE LIFESTYLE AND SOME THAT ARE "VERIFIED" (*)

1. FAMILY CLOSENESS.
2. CROSS-CULTURAL UNDERSTANDING.*
3. INTERNATIONAL CAREER ORIENTATION.*
4. LANGUAGE ABILITY AND INTEREST.*
5. TRAVEL ORIENTATION.*
6. OPENNESS AND DESIRE FOR CHANGE.
7. 3-DIMENSIONAL WORLDVIEW.
8. MORE ACADEMIC, HIGHER ACHIEVERS.*
9. "SERVICE DESIRE" FOR CAREER.
10. HIGH TOLERANCE FOR AMBIGUITY.
11. HIGH FLEXIBILITY, ADAPTIBILITY.
12. LESS DOGMATIC, AUTHORITARIAN.*

MICHAEL GERNER, Ph.D., CONSULTING PSYCHOLOGIST

ALLEGED NEGATIVE TCK CHARACTERISTICS (NOT PROVEN BY RESEARCH) ASSOCIATED WITH AN INTERNATIONALLY MOBILE LIFESTYLE

1. REENTRY ALIENATION & MISFITTING.

2. ROOTLESSNESS.

3. NEED FOR CHANGE, EXOTIC EXPERIENCES.

4. LESS EMOTIONAL CLOSENESS IN RELATIONSHIPS.

5. INSECURITY IN RELATIONSHIPS.

6. UNRESOLVED GRIEF AND SADNESS.

7. DEVELOPMENTALLY "OUT-OF-PHASE."

8. MORE INDIVIDUALISTIC, EGOISTIC.

9. SOCIAL SELF MOST INTEGRATED ONLY WITH OTHER TCKs; WITH OTHERS A "DIVIDED SELF."

MICHAEL GERNER, Ph.D., CONSULTING PSYCHOLOGIST

SOME SELECTED POSITIVES/NEGATIVES FOR TCK/IM ADOLESCENTS
FROM THE VIEWPOINT OF THE MISSIONARY COMMUNITY
(TO DEMONSTRATE THE RELATIVITY OF POSITIVE AND NEGATIVE
DEPENDING ON YOUR ORIENTATION AND THE "TYPE" OF TCK)

AMONG THE POSITIVES MENTIONED:

1. SEEING A BIGGER GOD.
2. ENJOYS SIMPLER THINGS.
3. RELATIONSHIPS ARE MORE IMPORTANT THAN TIME.
4. CLOSER FAMILY TIES AND INTERDEPENDENCY.
5. AVOID FULL EXPOSURE TO U.S. SOCIAL PROBLEMS.
6. GREATER APPRECIATION OF HOME COUNTRY.

AMONG THE NEGATIVES MENTIONED:

1. LACK OF CHRISTIAN PEERS.
2. MIXING WORK AND MINISTRY WITH HOME LIFE.
3. FEELING OF BEING POOR.
4. BECOMING TOO SPIRITUALLY INDEPENDENT
   (E.G., DO NOT FIT INTO A CHURCH BACK HOME).
5. LACK OF KNOWLEDGE ABOUT WHAT IS PROPER.
6. SEPARATION FROM EXTENDED FAMILIES.

MICHAEL E. GERNER, PH.D. CONSULTING PSYCHOLOGIST
REFERENCE: UNCITED CIRCULATED LIST (DATE UNK.)

INTERNATIONALLY MOBILE (IM) NOTES BASED ON INTERVIEWS

AUTHOR'S NOTE: THE PRASE "IM PEOPLE" REFERS TO ADOLESCENT AND YOUNG ADULT INTERNATIONALLY MOBILE PERSONS. ADOLESCENTS LIVING OVERSEAS WITH THEIR PARENTS AND OLDER ADOLESCENTS WHO DECIDE TO GO TO COLLEGE IN THE UNITED STATES ARE THE PRIMARY RESEARCH GROUPS STUDIED. ALMOST NOTHING IS KNOWN BEYOND OPINION ABOUT CHILDREN AND OLDER ADULTS, ALTHOUGH RECENT EFFORTS ARE BEGINNING TO STUDY THE DEVELOPMENT OF THE INTERNATIONAL MOBILE PERSON INTO MIDDLE ADULTHOOD.

IT ALSO IS IMPORTANT TO KEEP IN MIND THAT "IM PEOPLE" OR "IM PERSON" DOES NOT MEAN SOMEONE WHO ORIGINALLY TRAVELED OVERSEAS TO LIVE AND WORK FOR THE FIRST TIME IN ADULTHOOD. GLOBAL NOMADS, THIRD-CULTURE KIDS (TCKS), INTERNATIONALLY MOBILE CHILDREN AND ADOLESCENTS (IM)-- ALL THESE LABELS DESCRIBE THE SAME PERSON. THIS IS THE CHILD OR ADOLESCENT, OR YOUNG ADULT WHO SPENDS SOME PART OF THEIR DEVELOPMENTAL YEARS IN ONE OR MORE "FOREIGN" COUNTRIES DUE TO THE INTERNATIONAL EMPLOYMENT OF THEIR PARENTS.

GENERAL IM CHARACTERISTICS OFTEN REPORTED:

"WHERE ARE YOU FROM?" IS THE IMPOSSIBLE QUESTION. NON-IM PEOPLE ASK IT TO GET A HANDLE ON SOMEONE, AN UNDERSTANDING OF THAT PERSON, BUT NO MATTER HOW AN IM PERSON RESPONDS IT IMMEDIATELY SETS THEM APART. EIGHTEEN PERCENT OF AMERICANS MOVE ANNUALLY, BUT THIS IS OFTEN WITHIN THE SAME REGION AND DOES NOT DISRUPT FRIEND AND FAMILY RELATIONSHIPS, NOR DOES IT INVOLVE CROSS-CULTURAL ADJUSTMENT AND A RELOCATION THAT MAY BE THOUSANDS OF MILES AWAY IN ANOTHER COUNTRY.

IM PEOPLE MEET AND INTERACT WITH SO MANY DIFFERENT TYPES OF PEOPLE UNDER SO MANY DIFFERENT CONDITIONS THAT THEY DEVELOP A SOCIAL FLEXIBILITY THAT IS A CONSTRUCTIVE ADAPTATION. MANY IM PEOPLE CAN ADAPT TO CHANGING CONDITIONS AND THEY ACCEPT UNEXPECTED EVENTS AS THE NORM.

MANY IM PEOPLE TEND TO "READ" OTHER PEOPLE'S BEHAVIOR AND ACTIONS QUICKLY, THEY GET ALONG WITH NEARLY EVERYONE, AND THEY BOUNCE BACK FROM CRISISES AND SURPRISING EVENTS QUICKLY.

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REFERENCES: WERTSCH, M. E. (1991) & GERNER, M. E. (1993)

INTERNATIONALLY MOBILE (IM) NOTES BASED ON INTERVIEWS

IM PEOPLE EXPERIENCE MANY DIFFERENT CONDITIONS, CUSTOMS AND SOCIAL REACTIONS THAT THEY CAN NOT POSSIBLY COMPREHEND EVERYTHING IMMEDIATELY. THEREFORE, THEY GET USED TO HOLDING BACK A LITTLE, OBSERVING, AND LETTING INFORMATION CATCH UP WITH THEIR EXPERIENCES. IF THEY TEND TO HOLD BACK SOMETIMES IN NEW SOCIAL SITUATIONS THIS MAY BE WHY.

IM PEOPLE CAN GET USED TO CHANGING EVENTS AND STIMULATING SITUATIONS BECAUSE THIS IS WHAT THEY ARE EXPOSED TO BY LIVING IN DIFFERENT COUNTRIES WITH DIFFERENT CULTURES AND SUBCULTURES. SOME THRIVE ON THIS EXPERIENCE SUCH THAT THEY GET BORED EASILY WHEN THEY RETURN TO THEIR "HOME" COUNTRY AND MORE COMMONPLACE HAPPENINGS.

WHAT IM PEOPLE KNOW BEST IS "STARTING OVER." THEY MAY BE FAR LESS PROFICIENT AT HANDLING STABLE, PREDICTABLE EVENTS WITHOUT BECOMING BORED. MOVING IS FREEDOM FOR MANY IM PEOPLE: THEY ALWAYS HAVE A CHANCE TO REMAKE THEMSELVES. WHEN YOU "START OVER" AT A NEW PLACE YOU HAVE THE FREEDOM TO EMPHASIZE THOSE ELEMENTS YOU WANT. A PERSON WHO HAS LIVED THEIR LIFE IN THE SAME TOWN, OR WHO HAS ATTENDED THE SAME SCHOOL OVER THE YEARS HAS MUCH HISTORICAL BAGGAGE.

THERE ARE MANY VARIATIONS IN THE PATTERNS OF ADJUSTMENT AMONG PEOPLE WHO CHOOSE AN INTERNATIONALLY MOBILE LIFESTYLE. HOWEVER, THE ADJUSTMENT OF CHILDREN AND ADOLESCENTS IS DIRECTLY TIED TO THE ADJUSTMENT OF THEIR PARENTS. WHILE THIS MAY SEEM OBVIOUS, YOUNGER CHILDREN ARE SOMETIMES ASSUMED TO BE MALLEABLE AND THEIR SPECIAL NEEDS ARE OFTEN OVERLOOKED.

THE SINGLE MOST IMPORTANT VARIABLE INFLUENCING ADJUSTMENT OF YOUNGER INTERNATIONALLY MOBILE CHILDREN IS HOW THEIR PARENTS ADJUST TO MOBILITY AND THE HOST COUNTRY. IF THEIR PARENTS ARE COMFORTABLE WITH BOTH OF THESE THINGS, THE CHILDREN WILL TEND TO BE TOO. THIS DOES NOT MEAN ALL POTENTIAL PROBLEMS ARE SOLVED, BUT IF PARENTAL ACCEPTANCE AND ENJOYMENT ARE ABSENT, THE FAMILY MUST SERIOUSLY CONSIDER A MORE SEDENTARY LIFE.

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INTERNATIONALLY MOBILE (IM) NOTES BASED ON INTERVIEWS

ADAPTATIONS RELATED TO MOBILITY:

1. *FORCED EXTROVERSION* - PRESSURE TO BE OUTGOING AND SOCIAL BECAUSE YOU DON'T HAVE A LOT OF TIME TO FORM FRIENDSHIPS AND WAIT TO BE INCLUDED. IM STUDENTS CAN'T SIT AROUND WAITING TO BE NOTICED OR UNTIL THE INVITATIONS COME IN; THEY USUALLY GET BUSY MAKING FRIENDS RIGHT WAY.

2. *ABILITY TO MESH/MIMIC* - IM ADOLESCENTS AND PEOPLE CAN MESH WITH MOST ANY SOCIAL SCENE THEY ENCOUNTER. THEY HAVE EXPERIENCED MANY DIFFERENT SITUATIONS AND LEARNED TO FERRET OUT THE IMPORTANT VARIABLES. MESHING WITH THE SITUATION AND GOING WITH THE FLOW CUTS DOWN ON THE TIME IT TAKES TO GAIN ACCEPTANCE.

3. *TRAVELING LIGHT* - SOME IM PEOPLE AND KIDS DON'T INVEST IN RELATIONSHIPS TOO DEEPLY BECAUSE RELATIONSHIPS CHANGE. EVEN IF YOU STAY IN ONE PLACE FOR MORE THAN THREE YEARS, OTHERS ARE COMING AND GOING AROUND YOU EVERY YEAR. IM RELATIONSHIPS CAN BE SHORT-TERM AND INTENSE, BUT LONG TERM RELATIONSHIPS JUST DON'T SEEM TO MAKE SENSE IN THE IM LIFESTYLE. IN THE CONTEXT OF NO SHARED PAST AND THE CERTAIN DOUBT OF A SHARED FUTURE, NUMEROUS LONG-TERM CLOSE FRIENDSHIPS DO NOT SEEM TO BE PRACTICAL. THERE IS A PARADOX OF IM PEOPLE BEING SOCIALLY SKILLED AND GEARED TO BE LIKABLE, YET HAVING FEW CLOSE FRIENDS. FOR MANY IM PEOPLE, A COMMUNITY OF LONG-TERM FRIENDS IS ABSENT. AN IM PERSON MAY HAVE HUNDREDS OF NAMES AND ADDRESSES THROUGHOUT THE WORLD IN AN ADDRESS BOOK. THIS GIVES THE ILLUSION OF A RICH COTERIE OF FRIENDS, YET THE PERCENTAGE OF PEOPLE ON THE LIST THAT ARE SEEN REGULARLY IS USUALLY SMALL.

4. *EASE IN SAYING GOODBYE* - HOW MANY PERSONS CAN IM PEOPLE IDENTIFY THAT THEY COULD NOT WALK AWAY FROM NEXT WEEK IF THAT TRANSFER CAME THROUGH? HOW MANY PEOPLE DO YOU REGULARLY WRITE TO? OUT-OF-SIGHT, OUT-OF-MIND IS MORE LIKE IT FOR MANY IM PEOPLE. YET THIS IS CLEARLY A POSITIVE ADAPTATION FOR PEOPLE WHO MOVE ON A TWO, THREE, OR FIVE YEAR CYCLE. EVEN IF THEY DON'T MOVE THE COMMUNITY AROUND THEM DOES. TO "HOLD ON" TIGHTLY TO PAST RELATIONSHIPS IS NOT ADAPTABLE FOR PEOPLE ON THE MOVE. FAR MORE IMPORTANT IS INTEGRATING AND GETTING TO KNOW THE NEWCOMERS.

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REFERENCE: WERTSCH, M. E. (1991)

POSSIBLE INTERNATIONALLY MOBILE (IM) LIFESTYLE CHARACTERISTICS

1. ***THE NEED TO CHANGE CIRCUMSTANCES EVERY TWO YEARS.***

   MANY IM PEOPLE ARE ON A PSYCHOLOGICAL CLOCK: WHEN THEY SETTLE FOR TWO YEARS THERE IS A NEED TO GET GOING AGAIN. MANY IM PEOPLE CAN CONTROL THIS WHILE THEY ARE IN A HOST COUNTRY BECAUSE CHANGE HAPPENS AROUND THEM WHETHER THEY MOVE OR NOT, BUT BACK IN THE HOME COUNTRY MANY DO NOT STAY BEYOND TWO YEARS AFTER RE-ENTRY.

2. ***DELAYED MATURITY.***

   MANY IM PEOPLE ARE QUITE SOPHISTICATED AND "WORLD-WISE." YET THEY MAY HAVE FAR LESS SKILL IN KNOWING HOW TO HANDLE A FRIEND WHO HAS DISAPPOINTED THEM, HOW TO COMMIT IN A RELATIONSHIP WITHOUT FEAR OF LOSING, AND DEVELOPING A SENSE OF SELF (THE MATURITY TO PERCEIVE PERSONAL LIMITATIONS RATHER THAN MOVE IN ANOTHER DIRECTION TO DISCOVER SOMETHING ELSE WHEN THINGS GET UNCOMFORTABLE).

3. ***PROBLEMS WITH COMMITMENT.***

   MANY IM PEOPLE KNOW HOW TO BEGIN AND START OVER; WHAT THEY ARE LESS SKILLED AT IS STICKING WITH SOMETHING THAT GOES BAD OR IS FLOUNDERING. THEY MAY TEND TO CHOSE FRIENDS AND DEVELOP EMOTIONAL COMMITMENTS WITH PEOPLE WHO ARE THEMSELVES UNSETTLED AND TRANSITORY.

4. ***UNRESOLVED GRIEF.***

   MANY IM PEOPLE MAY REPORT FEELING "EMPTY" OR LONELY LATER IN LIFE. THIS IS RELATED TO HOW WELL THEY SAID "GOODBYES" DURING THEIR IM LIVES. FOR CHILDREN AND ADOLESCENTS, IT IS RELATED TO HOW EFFECTIVELY THEIR PARENTS HANDLED "GOODBYES." IF THEIR PARENTS RESPONDED TO IMPENDING MOVES BY FOCUSING ON HOW GREAT THE NEW PLACE WILL BE WITHOUT DISCUSSING THEIR FEELINGS OF LOSS, CHILDREN DO NOT GET THEIR OWN FEELINGS OF LOSS AND SADNESS VALIDATED.

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REFERENCE: WERTSCH, M. E. (1991) & GLOBAL NOMADS INTERNATIONAL

INTERNATIONALLY MOBILE (IM) NOTES BASED ON INTERVIEWS

FOR THE MOST PART, IM PEOPLE ARE DYNAMIC, HIGHLY SKILLED INDIVIDUALS WHO ENJOY CLEAR BENEFITS FROM THEIR EXPERIENCE:

1. *HIGH SOCIAL SKILLS AND THE SOCIAL FLEXIBILITY TO FIT IN ALMOST ANYWHERE.* IM PEOPLE ARE DISTINCT ASSETS IN SOCIAL SITUATIONS THAT ARE VOLATILE AND CHANGEABLE. MANY BELIEVE THESE CHARACTERISTICS ARE REQUIRED IN THE INTERNATIONAL BUSINESS AND DIPLOMATIC COMMUNITIES. CERTAINLY SOME IM/TCKs CHOOSE THESE CAREERS AND BY ALL ACCOUNTS MAKE EXCELLENT PROFESSIONALS.

2. *RESILIENCE TO COPE WITH CHANGING CIRCUMSTANCES AND UNKNOWNS.* MANY IM PEOPLE CAN THRIVE ON THIS, GIVING THEM A CLEAR ADVANTAGE COMPARED TO MORE "STIMULUS BOUND" PEOPLE WHO HAVE TROUBLE QUICKLY CHANGING WITH FAST-PACED EVENTS.

3. *WILLINGNESS TO TAKE RISKS.* MANY IM PEOPLE ARE DYNAMIC PROBLEM SOLVERS WHO ARE NOT RELUCTANT TO ACT. UNLIKE OTHERS WHO NEED TO HAVE ASSURANCES, IM PEOPLE HAVE EXPERIENCE WITH DECIDING A COURSE OF ACTION, CHANGING IT WHEN CIRCUMSTANCES DICTATE, AND ARRIVING AT PLACE THAT WAS PERHAPS COMPLETELY UNFORESEEN WITH NEW AND EXCITING POSSIBILITIES. THESE BEHAVIORS ARE ASSETS IN THE INTERNATIONAL COMMUNITY SINCE EXPOSURE TO DIFFERENT PEOPLE, CUSTOMS, & PLACES REQUIRES THE ADAPTABILITY TO ACT IN QUICKLY CHANGING CIRCUMSTANCES.

4. *TOLERANCE FOR AMBIGUITY.* ADJUSTING TO A NEW COUNTRY AND CULTURE REQUIRES THE WISDOM TO AVOID JUDGMENTAL DOGMATISM. MANY IM PEOPLE HAVE NO TROUBLE WITHHOLDING JUDGEMENT UNTIL MORE INFORMATION IS KNOWN. THEY DO NOT GET UNSETTLED WHEN THEY FAIL TO COMPREHEND AN ACTION, BECAUSE THEY KNOW IT HAS ITS OWN EXPLANATION THAT THEY WILL DISCOVER IN DUE COURSE. (PLEASE NOTE THAT THIS MAY NOT APPLY TO PEOPLE WHO BEGIN AN INTERNATIONALLY MOBILE LIFESTYLE AS ADULTS).

5. *IDEALISM.* EXPERIENCING DIFFERENT CULTURES OVER A LONG PERIOD OF TIME MAY BE RELATED TO THE NOTION THAT IT IS POSSIBLE TO RESPOND TO CIRCUMSTANCES AND EVENTS IN MANY WAYS, AND IDEAS AND ATTITUDES CAN HAVE A POWERFUL INFLUENCE ON OUTCOME AND BEHAVIOR.

MICHAEL E. GERNER, PH.D. CONSULTING PSYCHOLOGIST
REFERENCE: WERTSCH, M. E. (1991)

6. *HANDLING CRISISES WELL.* MOBILITY AND CHANGE AND WIDELY VARYING CIRCUMSTANCES HAVE RESULTED IN MANY IM PEOPLE BEING MUCH MORE EXPERIENCED WITH "THINGS THAT GO WRONG." THEY CAN DEVELOP A PERSONAL EQUILIBRIUM TO HANDLE UNEXPECTED EVENTS.

7. *AN INTERNALIZED SENSE OF SELF.* WHEN EVENTS AROUND YOU ARE IN CONTINUAL FLUX, YOU CAN DEVELOP A RELIABLE BAROMETER FOR CHARTING COURSE OF ACTIONS. YOU TEND TO RELY ON YOUR OWN PERCEPTIONS AND INTUITIONS AND LET THESE DIRECT YOU.

8. *INDIVIDUALISM.* THE CONFIDENCE AND STRENGTH TO ACT ON ONE'S OWN, TO SELF-DETERMINE A COURSE OF ACTION, AND TO RELY ON ONESELF AS THE ONLY CONSTANT IN A SEA OF CHANGING CIRCUMSTANCES IS A COMMON CHARACTERISTIC FOR MANY IM PEOPLE.

9. *PERCEPTUAL MATURITY.* GROWING UP AS A CHILD AND LEARNING THE "REASONS" FOR DIFFERENT SOCIAL PRACTICES CREATES IN MANY IM PEOPLE A PERCEPTUAL WISDOM THAT IS ASSOCIATED WITH AVOIDING VALUE JUDGEMENTS AND A MULTIDIMENSIONAL UNDERSTANDING OF PEOPLE'S BEHAVIOR.

CHARACTERISTICS THAT CAN BE ASSOCIATED WITH AN INTERNATIONALLY MOBILE LIFESTYLE

1. ***HIGH SOCIAL SKILLS AND THE SOCIAL FLEXIBILITY TO FIT IN ALMOST ANYWHERE.***

2. ***RESILIENCE TO COPE WITH CHANGING CIRCUMSTANCES AND UNKNOWNS.***

3. ***WILLINGNESS TO TAKE RISKS.***

4. ***TOLERANCE FOR AMBIGUITY.***

5. ***IDEALISM.***

6. ***HANDLING CRISISES WELL.***

7. ***AN INTERNALIZED SENSE OF SELF.***

8. ***INDIVIDUALISM.***

9. ***MULTICULTURAL UNDERSTANDING.***

10. ***WILLINGNESS TO COMMUNICATE WITH DIFFERENT CULTURAL GROUPS.***

11. ***LINGUISTIC ABILITY.***

12. ***INTEREST IN INTERNATIONAL CAREERS.***

13. ***LESS STEREOTYPIC ATTITUDE IN DEALING WITH DIVERSE PEOPLES.***

14. ***KEEN INTEREST IN TRAVEL AND EXPERIENCING DIFFERENT CULTURES/COUNTRIES/SITUATIONS.***

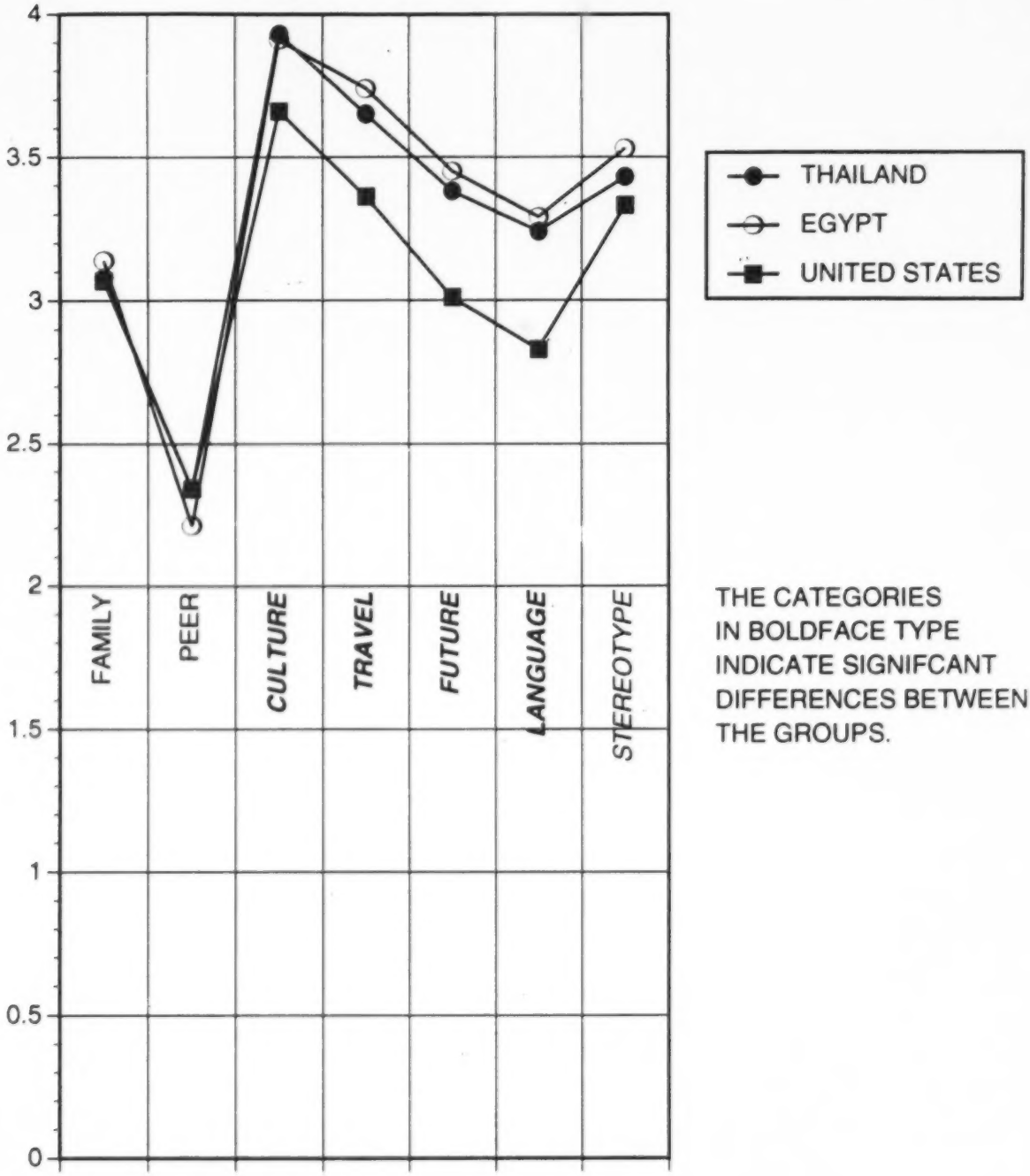
MICHAEL E. GERNER, PH.D. CONSULTING PSYCHOLOGIST
REFERENCE: WERTSCH, M. E. (1991) & GERNER ET AL. (1992)

SUBSCALE COMPOSITION, RELIABILITIES, AND SAMPLE CONTENT

SUBSCALE	ITEMS	R	SAMPLE CONTENT
FAMILY	9	.85	I ENJOY SPENDING TIME WITH MY FAMILY; I AM CLOSE TO MY FAMILY.
PEER	5	.46	I WORRY ABOUT LOSING MY FRIENDS; I AM RELUCTANT TO FORM CLOSE FRIENDSHIPS.
CULTURE	4	.61	I AM VERY ACCEPTING OF PEOPLE'S DIFFERENCES; SOME NATIONALITIES ARE BETTER THAN OTHERS.
TRAVEL	6	.66	I DO NOT LIKE TO TRAVEL; THE MORE A COUNTRY IS DIFFERENT FROM MY HOME COUNTRY THE MORE I WOULD LIKE TO VISIT IT.
LANGUAGE	4	.75	IT IS IMPORTANT FOR ME TO SPEAK AT LEAST ONE LANGUAGE OTHER THAN MY OWN; I LIKE LEARNING DIFFERENT LANGUAGES.
STEREOTYPE	10	.85	RATE ON A 1-5 SCALE (1=STRONGLY NEGATIVE, 5=STRONGLY POSITIVE): ASIANS, ARABS, BRITISH, AMERICANS...
FUTURE	11	.71	I HOPE TO PURSUE AN INTERNATIONAL CAREER; THE IDEA OF LIVING & WORKING IN ANOTHER COUNTRY IS EXCITING.

Subscale Description from: Gerner, M. E., et al. (1992). Characterisitics of internationally mobile adolescents. Journal of School Psychology, 30, 197-214.

AMERICAN INTERNATIONALLY MOBILE ADOLESCENTS IN EGYPT AND THAILAND COMPARED TO ADOLESCENTS IN THE UNITED STATES



THE CATEGORIES IN BOLDFACE TYPE INDICATE SIGNIFCANT DIFFERENCES BETWEEN THE GROUPS.

Data From: Gerner, M. E., et al. (1992). Characteristics of internationally mobile adolescents. Journal of School Psychology, 30, 197-214.

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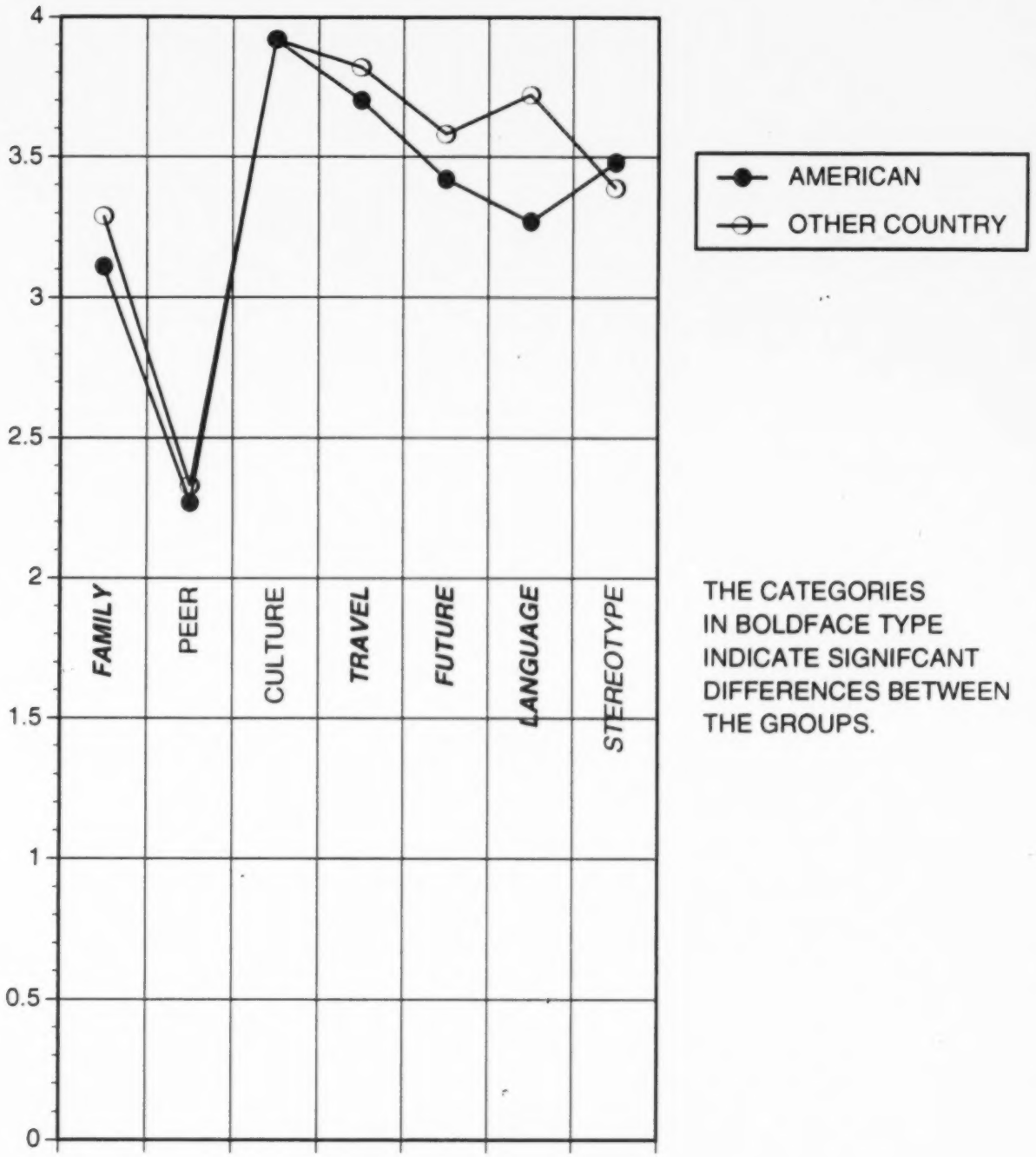
AMERICAN INTERNATIONALLY MOBILE ADOLESCENTS COMPARED TO INTERNATIONALLY MOBILE ADOLESCENTS FROM ALL OTHER COUNTRIES



THE CATEGORIES IN BOLDFACE TYPE INDICATE SIGNIFCANT DIFFERENCES BETWEEN THE GROUPS.

Data From: Gerner, M. E., et al. (1992). Characteristics of internationally mobile adolescents. Journal of School Psychology, 30, 197-214.

Selected Differences between American TCKs and American adolescents in the United States (Werkman et al., 1981)

SENTENCE	TCK	USA	P
1. "My greatest strength is"			
Intrapersonal	*42.7*	*29.6*	*.05*
Interpersonal	*24.0*	*33.7*	
2. "The thing that means the most to me is"			
Family	*18.7*	*26.9*	*.05*
Friends	*17.3*	*23.5*	
3. "Where I really belong and feel comfortable"			
Residence, Place	*38.7*	*4.1*	*.05*
With People (Family, Friends)	*46.0*	*80.6*	*.05*
4. "The most important event in my life was"			
Moving	*29.3*	*7.1*	*.05*
Family-related	*4.7*	*12.2*	*.05*
Personal Achievement	*8.7*	*24.5*	*.05*
5. "Why was it important"			
Changed Life Outlook	*37.3*	*23.5*	*.05*
Achieved a Goal	*4.7*	*13.3*	*.05*
6. "I have mixed feelings about"			
Sociopolitical/Ethical Issues	*16.0*	*32.7*	*.05*

TCK PROFILE BASED ON CLINICAL EXPERIENCE AND THE RESEARCH STUDY (1981) OF SIDNEY WERKMAN AND HIS COLLEAGUES

TCK ADOLESCENTS SEEM TO BE A GROUP OF YOUNG PEOPLE WHO ARE MORE INNER-DIRECTED, MORE SELF-RELIANT, AND MORE INDIVIDUALISTIC THAN THEIR PEERS IN THE U.S.

"SUCH TEENAGERS, BY THE NATURE OF THEIR OVERSEAS EXPERIENCE, BECOME MORE ISOLATED, DEVELOP FEWER FRIENDS... (AND) FIND THEMSELVES UNABLE AND UNWILLING TO INVEST IN CLOSE, LONG-TERM RELATIONSHIPS BECAUSE THEY RECOGNIZE THAT SUCH RELATIONSHIPS ARE EITHER IMPOSSIBLE TO SUSTAIN OR PAINFUL TO END."

IMPLICATIONS: THE CAPACITY FOR INTIMACY WITH FRIENDS AND SPOUSES MAY BE AN AREA OF FUTURE CONCERN. CLINICAL EXPERIENCE SUGGESTS THAT OVERSEAS ADOLESCENTS WHO RETURN TO THE UNITED STATES TEND TO *"DEVELOP SHORT-TERM EXTENSIVE RELATIONSHIPS RATHER THAN LONG-TERM INTIMATE ONES."*

PLEASE NOTE THAT THESE ASSERTIONS AND IMPLICATIONS STILL NEED TO BE VERIFIED IN VARIOUS TCK GROUPS. MOREOVER, INDIVIDUAL VARIATION ON THESE CHARACTERISTICS IS EXTENSIVE (GERNER, 1993).

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